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Presents findings and conclusions that emerged from the study conducted by the Problem Area Advisory Committee No. 5 of the Self-Study of Higher Education in Oklahoma. Focuses on the characteristics, problems, and needs of Oklahoma faculties in the State. Presents statistics on number, sex, and academic preparation of faculty, source of faculty supply, academic rank, college teaching experience, age, teaching load, and class size. Includes projections on faculty needs of Oklahoma institutions 1966-75 and discussions on the better utilization of college teaching resources by such means as larger classes, the use of mechanical and electronic teaching devices, and independent study.

A section on remuneration presents data on salaries of Oklahoma faculty and selected administrative personnel for the 1961-62 fiscal year as well as data on fringe benefits and outside employment of faculty.

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SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA — REPORT 2

ED000839

Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City

December, 1962

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SELECTING, RETAINING AND UTILIZING HIGHER EDUCATION FACULTIES IN OKLAHOMA

SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA — REPORT 2

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Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City

December, 1962

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Preface

In July of 1961, the Twenty-Eighth Oklahoma Legislature enacted House Bill No. 553 requesting the Oklahoma State Regents for Higher Education to undertake a comprehensive study of higher education. The State Regents met promptly to consider the Legislature's request and on July 31, 1961, authorized the higher education study and directed the Chancellor to develop plans for its accomplishment.

In January of 1962, the Chancellor submitted to the State Regents a plan for conducting the comprehensive self-study of Oklahoma higher education. This plan, adopted by the State Regents, sets forth in detail the purpose of the state-wide self-study, major problem areas to be included, procedures to be followed, and the time schedule for completing various phases of the study. This plan, entitled *Organization and Plan—Report I, Self-Study of Higher Education in Oklahoma*, has been carefully followed in the conduct of the study.

The plan provided for the total study to be conducted in two phases. The first phase, to be completed by the end of 1962, includes a study of three problem areas: higher education enrollments; obtaining, retaining and utilizing faculties; and financing current operating costs. The second phase, to be accomplished in the second year of the study, will include an analysis of four problem areas: functions and goals; control and administration; higher education opportunities and needs; and physical facilities.

The reporting procedure approved by the State Regents provides for a report to be published on each problem area as study is completed. In addition to the reports on the seven problem areas pertaining to colleges and universities, there will be a separate report on the seven other constituent agencies in the State System. Also there will be a final report which will summarize the findings, conclusions and recommendations of the whole self-study.

Officially the study encompasses the eighteen state colleges and universities and the seven other constituent agencies of the Oklahoma State System of Higher Education. However, to provide as full a picture as possible of the situation in all Oklahoma higher education, the study also includes fifteen independent and municipal colleges and universities.

The State Regents gratefully acknowledge the assistance and cooperation given by the faculties and administrative staffs of the participating colleges and universities. Particular recognition is due those individuals who served on problem area advisory committees, the Advisory Steering Committee and the Primary Advisory Committee. The State Regents also acknowledge the assistance of Dr. Norman Burns, Secretary of the North Central Association who is serving as General Consultant; Drs. Ernest V. Hollis and S. V. Martorana of the United State Office of Education, who served as special consultants; and Dr. A. J. Brumbaugh of the Southern Regional Education Board, who also reviewed the manuscript and gave helpful suggestions.

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Part I—Background

As institutions of higher education in Oklahoma plan for the next decade, they will be confronted with two particularly difficult challenges. The first of these is the challenge of quantity; the second is the challenge of maintaining and upgrading quality.

Recent research indicates that Oklahoma higher education enrollments will rise from the present 60,000 to more than 91,000 by 1975. Certain of the assumptions underlying these estimates are believed to be quite conservative (i.e., drop-out rates will remain approximately the same as those of the past three years, and the proportion of non-resident students will remain substantially the same as that of the past five years). If this proves to be so, it would not be unreasonable to expect higher education enrollments in the state to approach 100,000 by the mid-seventies. The problems involved in providing higher education opportunities for an *additional* 30 to 40 thousand students in the next 15 years will require forthright and incisive planning.

A second and equally important challenge is the concern for maintaining and improving the level of quality in higher education. Some educators believe that the single most important problem facing higher education today is the encouragement of excellence. Gardner summarizes this point of view in the following words:

> In a world that is rocking with change we need more than anything else a high capacity for adjustment to changed circumstances, a capacity for innovation. The solutions we hit on today will be outmoded tomorrow. Only high ability and sound education equip a man for the continuous seeking of new solutions. We don't even know what skills may be needed in the years ahead. That is why we must train our ablest young men and women in the fundamental fields of knowledge, and equip them to understand and cope with change. That is why we must give them the critical qualities of mind and the durable qualities of character which will serve them in circumstances we cannot now even predict.[1]

The challenges of quantity and quality point to a further problem facing higher education—that of an impending shortage of college teachers. In recent years, warnings have come from several sources that the output of college teachers, while rising steadily, is not keeping pace with increasing higher education enrollments.[2] Evidence of this growing shortage can be found in a recent study of teacher supply and demand in over 900 universities, colleges and junior colleges which reported almost 1,300 unfilled teaching positions.[3] Sixty-eight of the 70 participating universities reported a shortage of qualified teachers, the most acute shortage being in the fields of business, engineering, mathematics and physical sciences. Sproul, in a recent address to the American Council on Education, pointed out that it will take over one-half of all the recipients of college degrees over the next ten years to meet teaching needs, whereas only one-fifth of the graduates are becoming teachers.[4]

Combined with the need for more college teachers is the current race to achieve institutional excellence. It is rather widely accepted among academicians that the quality of instruction, extent of research and other scholarly activities of faculty members are direct determiners of institutional prestige and excellence. Whether or not one agrees with this thesis, the evidence is clear that higher education institutions are competing as never before for faculty members with exceptional talents and records. Even individuals who are not highly qualified enjoy a seller's rather than a buyer's market for their talents. The problem of most graduate schools today is that of increasing the production of teachers rather than that of finding jobs for those whose education has been completed.

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[1] John W. Gardner, *Excellence*, Harper and Brothers, New York, 1961, p. 35.

[2] The President's Committee on Education Beyond the High School, *Second Report to the President*, (Washington: U. S. Government Printing Office, 1957).

[3] Research Division, National Education Association, *Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1957-59*. Higher Education Series (Washington: N.E.A., 1959).

[4] Robert G. Sproul, "Many Millions More," *Vision and Purpose in Higher Education*, edited by Raymond F. Howes, American Council on Education, 1962. p. 55.

In the foreseeable future the burgeoning demand for competent and highly qualified college teachers seems almost certain to continue, probably at an accelerated rate. The scarcity of faculty and the necessity of maintaining a competitive position are important considerations in planning to meet the higher education needs of tomorrow's youth. If Oklahoma higher education is to achieve distinction, its colleges and universities must have faculties not only adequate in number to handle increased enrollments, but also recognized regionally and nationally as having exceptional competence.

Scope of the Report

The general plan for the Oklahoma self-study of higher education provides for the completion of comprehensive studies in seven major problem areas. As the study of each problem area is completed, the State Regents will publish a report which sets forth in detail their findings, conclusions and recommendations. Upon completion of these studies, a summary report will be prepared which will bring together in a single publication the findings and conclusions of the seven area studies and which, on the basis of the total study, will suggest ways for improving the quality and effectiveness of Oklahoma higher education.

This report presents findings and conclusions that emerged from the study of Problem Area Number Five, "Selecting, Retaining, and Utilizing Faculties and Administrative Personnel." It is concerned with the presentation of items of information that center upon the characteristics, problems and needs of institutional faculties, and with the implications that these findings may suggest for the improvement of Oklahoma higher education in the decade ahead.

Officially, the study encompasses the eighteen state colleges and universities in Oklahoma and the seven other constituent agencies of the State System of Higher Education. However, to provide as full a picture as possible of the situation in all Oklahoma higher education, the study also includes the fifteen independent and municipal colleges and universities in the state. All of the independent and municipal institutions expressed their interest and desire to participate in the study, and all were most cooperative in providing the data requested by the research staff. While much of this report centers on the public institutions, pertinent data compiled on the private and municipal institutions are also presented herein.

Procedures

The general procedures being followed in conducting the Oklahoma Self-Study of Higher Education are reported in detail in the State Regents' publication, *Organization and Plan—Report I.*[5] These procedures have been followed carefully throughout the completion of the first phase of the self-study. Data basic to this particular report were gathered, compiled and analyzed in the manner described below.

In January of 1962, the president of each public and private college and university in Oklahoma was asked to supply names of faculty and staff personnel who would be interested in and willing to serve on problem area advisory committees. From the list of names, nine individuals were appointed by the Coordinator of Research to serve on an advisory committee to assist the research staff in the study of Oklahoma higher education faculties. The names of individuals who served on Problem Area Advisory Committee No. 5, *Obtaining, Retaining and Utilizing Faculties,* may be found in the front of this report.

During February of 1962, Problem Area Advisory Committee No. 5 met several times in Oklahoma City to assist the research staff in planning the study of Oklahoma higher education faculties. The plan for the self-study was carefully reviewed and final decisions were reached regarding the data to be obtained. Preliminary reporting forms were developed by the research staff, and the advisory committee met again to assist the staff in defining the questionnaires and setting up procedures that were to be followed by institutions in completing and returning the forms. The preliminary questionnaires were revised to incorporate many of the suggestions made by the advisory committee, and by Dr. Norman Burns, Secretary of the North Central Association, General Consultant to the Oklahoma Self-Study of Higher Education. The questionnaires were also reviewed by Drs. Ernest V. Hollis and S. V. Martorana of the United States Office of Education. The two reporting forms thus developed are included in this report as Appendixes B and C.

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[5] Oklahoma State Regents for Higher Education, *Organization and Plan —Report I, Self-Study of Higher Education in Oklahoma,* Oklahoma City, January, 1962.

In April and May of 1962, the research staff visited the campus of each of the 33 Oklahoma colleges and universities participating in the study. A list of these institutions is included as Appendix A. The purpose of these visits was to explain the questionnaires, answer questions regarding the institutions' participation in the self-study and make first-hand observations and interviews.

As the completed questionnaires were returned, the research staff reviewed them to make certain that the forms had been properly completed. Considerable correspondence was carried on with institutional representatives to clarify and correct obvious errors. Data on faculty characteristics were then recorded in IBM cards and tabulated on electronic data processing equipment. Data on faculty remuneration were less voluminous and were compiled manually.

After the data had been compiled into tables, a preliminary staff report was prepared and presented to Problem Area Advisory Committee No. 5. This committee assisted the research staff in evaluating the findings and pointing up implications which the data suggested for improving Oklahoma higher education. The preliminary staff report was then presented to and discussed by the Advisory Steering Committee, the Primary Advisory Committee and the Oklahoma State Regents for Higher Education. Each of these groups participated in the analysis of findings and conclusions and assisted in the formulation of preliminary recommendations.

Prior to writing the final report, the Coordinator of Research met with the General Consultant, Dr. Norman Burns, to obtain his advice and suggestions regarding preliminary findings, conclusions and recommendations. Dr. S. V. Martorana, United States Office of Education, also reviewed the data and spent a day with the research staff pointing up findings that in his judgment should be highlighted in the study.

During October of 1962, the research staff drafted the narrative that was to accompany the tabular data in the final report. Prior to printing, the final report was again reviewed by the Advisory Steering Committee, the Primary Advisory Committee and the State Regents.

Throughout the preparation of this report it has been kept in mind that this is a State Regents' self-study. The conclusions and recommendations reflect the considered judgments of a large number of individuals familiar with and engaged in higher education. The implications for Oklahoma higher education which are pointed out herein are a synthesis of many opinions and not the judgment of any single individual.

Limitations

This study of the faculties of Oklahoma institutions of higher education was undertaken to determine implications which various policies, practices and characteristics may suggest for staffing the state's colleges and universities in the next decade. Efforts to appraise quality necessarily involve the compilation and analysis of quantitative data. Obviously, many of the important qualifications of college faculty members are intangible and cannot be adequately measured by means of objective data. However, analyses of certain characteristics that are usually associated with quality are important in the development of guidelines for improving Oklahoma higher education. They also provide reference points to determine the extent and direction that changes in faculty staffing may bring about.

An institution's program of higher education does not stand still while a survey is being made. During the several months that the study of Oklahoma faculties has been under way considerable changes have taken place in the staffing pattern of some institutions. The average turnover of faculty members between the 1961-62 and 1962-63 academic years was 9.7 per cent, with some institutions experiencing as much as 15 per cent turnover of their professional staff. Although an attempt has been made to present the very latest developments, the picture of Oklahoma faculties portrayed in this report is necessarily that as it existed in the late spring of 1962.

The faculty and administrative staff of each participating institution were responsible for providing much of the basic data presented in this report. Because of the scope of the study and the time limits imposed by the survey plan, it was not physically possible for the research staff to obtain all the data first-hand. However, the reporting forms were developed in a manner that facilitated the gathering and uniform reporting of data by institutions. Also, every effort was made by the staff to validate the statistics by carefully checking each questionnaire and by making comparisons with historical information available in the State Regents' files. While some inaccuracies may exist, it is believed that the data are generally reliable and accurately portray the situation as it existed at the time institutions submitted their reports.

Data on faculty and administrative salaries do not include maintenance or travel allowances, income from extra teaching assignments, income from non-institutional employment or benefits of low-cost or rent-free housing. Nor do the data reflect the value of such staff benefits as social security, hospitalization and medical coverage, insurance, retirement programs and the like. Regional and national salary comparisons are based on 9-10 month salary data because comparable data were not available on an 11-12 month basis.

Classification of Institutions

In order that the information obtained in this study might be presented and analyzed in the most meaningful manner, two types of classifications have been used. These are (1) type of control; and (2) type of program.

Type of Control.—The 33 participating institutions have been organized into three groups to distinguish among types of control. *State* institutions are the 18 colleges and universities in Oklahoma which are supported in whole or in part by direct legislative appropriations. *Private* institutions are the nine participating colleges and universities which are under the management and control of governing boards independent of public governmental agencies and which are supported by private funds. *Municipal* institutions are the six junior colleges which are under the management and control of local boards of education and which are supported partially by school district revenues.

Type of Program.—For purposes of some analyses, institutions are classified by the following types of programs. *Universities* are those institutions which, in addition to a regular undergraduate program, also offer graduate programs leading to a doctor's degree in one or more fields. *Four-Year Colleges* are those institutions which offer programs leading to a bachelor's degree or master of teaching degree. *Two-Year Colleges* are those institutions which offer work leading to an associate degree.

Definitions

A statistical analysis requires data to be classified into categories which are reasonably comparable among the reporting institutions. Definitions were developed for use by individuals who completed the reporting forms so that uniform data would be available for analysis. It is important to keep in mind that the statistics in this report may differ from statistics submitted by individual institutions for other purposes or to other agencies. Following are the definitions of several terms used in this analysis of faculties in Oklahoma institutions of higher education.

Full-Time Faculty.—In this study the term "full-time faculty" relates to a teacher's contractual relationship with the institution and not to the proportion of his time that may be budgeted to a particular function. A full-time teacher is an individual who devotes the entire working day to the service of the college or university, even though his salary may be paid by two or more separate budget agencies. For example, an individual who is employed full time by a university but whose time is divided between teaching and, say, the Agricultural Experiment Station, would be considered a full-time faculty member of the institution. In the case of Oklahoma Military Academy and the municipal junior colleges, individuals who devoted a portion of their time to the secondary school program are classified as part-time teachers.

Full-Time Equivalent Teaching Faculty.—Data on faculty teaching loads and student-faculty ratios are expressed in terms of full-time-equivalent (FTE) teaching faculty. An FTE teaching faculty represents one person who devotes his entire time to teaching. The teaching function includes not only the actual classroom teaching but also the time spent in preparing lectures and laboratory assignments, evaluating students, and reporting grades and credits. The FTE of part-time faculty who have teaching responsibilities is determined in accordance with the amount of time they devote to teaching.

Full-Time-Equivalent Student.—A full-time equivalent (FTE) student is a statistic which represents one person carrying a normal load of 15 credit hours each semester. The FTE is calculated by dividing the figure 30 into the total student-credit-hours produced during an academic year or during a calendar year.

Student-Faculty Ratio.—The student-faculty ratio is calculated by dividing the full-time-equivalent students by the full-time-equivalent teaching faculty. It should be noted that the student-faculty ratio may be substantially smaller than the average class size due to the inclusion of graduate assistants in computing FTE faculty, as well as the occasional use of two or more faculty members to teach large classes.

Resigner.—A "resigner" is a full-time faculty member who was employed by an Oklahoma college or university during the 1961-62 academic year and who reported that he definitely did not plan to retain his appointment at the institution for the next succeeding academic year. The term is used to include all those who planned to leave *regardless of the reason,* and includes those who were leaving to take other teaching positions, who were quitting the teaching profession, who were retiring, who were enrolling in college for further study, and a few who were encouraged to leave.

Part II—Characteristics Of Oklahoma Higher Education Faculties

In May of 1962, every faculty member employed on a full or part-time appointment in an Oklahoma college or university was asked to complete a special questionnaire designed to obtain background data pertinent to a study of higher education faculties. This questionnaire called for information on age, sex, marital status, earned degrees, academic rank, teaching experience, source of earned degrees, and future plans.

Usable questionnaires were returned by 3,445 faculty members, which represented approximately 98 per cent of the individuals for whom the questionnaire was intended. There were several faculty members on sabbatical and sick leave who did not complete questionnaires.

The data on faculty characteristics were punched into IBM cards and tabulated on electronic data processing equipment. Prior to punching the data on cards, each of the questionnaires was individually checked and several questionnaires were returned to institutions for correction and completion of specific questions that had been left blank. In order to encourage greater freedom in responding to the questions asked, the questionnaires were developed and analyzed in a manner that protected the identity of individual faculty members.

Number and Sex

Table 1 on the following page summarizes, by institution, the number of individual faculty members who completed the faculty characteristics questionnaire. There were 3,445 full-time and part-time faculty members included in the study. Of

Table 1—Number and Proportion of Full-Time and Part-Time Faculty, by Sex, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year

Institution[a]	Full-Time			Part-Time			Total		
	Total Number	Pct. Men	Pct. Women	Total Number	Pct. Men	Pct. Women	Total Number	Pct. Men	Pct. Women
State:									
OU[b]	516	83.3	16.7	334	79.3	20.7	850	81.7	18.3
OSU[c]	677	84.7	15.3	329	82.3	17.7	1,006	83.9	16.1
CSC	144	68.0	32.0	22	45.4	54.6	166	65.0	35.0
ECSC	73	76.7	23.3	—	—	—	73	76.7	23.3
NESC	89	76.4	23.6	1	—	100.0	90	75.5	24.5
NWSC	53	64.1	35.9	2	50.0	50.0	55	63.6	36.4
SESC	76	71.0	29.0	5	—	100.0	81	66.6	33.4
SWSC	87	72.4	27.6	2	50.0	50.0	89	71.9	28.1
OCW	49	44.8	55.2	5	—	100.0	54	40.7	59.3
PAMC	48	77.0	23.0	—	—	—	48	77.0	23.0
LU	50	58.0	42.0	3	66.6	33.4	53	58.4	41.6
Cameron	48	62.5	37.5	—	—	—	48	62.5	37.5
Connors	23	60.8	39.2	1	—	100.0	24	58.3	41.7
Eastern	34	73.5	26.5	1	—	100.0	35	71.4	28.6
Murray	25	76.0	24.0	—	—	—	25	76.0	24.0
NEOAMC	41	78.0	22.0	5	80.0	20.0	46	78.2	21.8
NOJC	30	70.0	30.0	4	25.0	75.0	34	64.7	35.3
OMA[d]	18	94.4	5.6	2	50.0	50.0	20	90.0	10.0
Total State	2,081	77.9	22.1	716	77.6	22.4	2,797	77.9	22.1
Private:									
Tulsa	164	85.3	14.7	65	67.6	32.4	229	80.3	19.7
Ben. Hts.	9	11.1	88.9	—	—	—	9	11.1	88.9
Bethany	37	75.6	24.4	—	—	—	37	75.6	24.4
OBU	55	65.4	34.6	2	50.0	50.0	57	64.9	35.1
OCC	18	83.3	16.7	8	37.5	62.5	26	69.2	30.8
OCU	81	70.3	29.7	25	52.0	48.0	106	66.0	34.0
Phillips	60	78.3	21.7	2	50.0	50.0	62	77.4	22.6
Bacone	19	73.6	26.4	8	12.5	87.5	27	55.5	44.5
St. Greg.	5	100.0	—	17	100.0	—	22	100.0	—
Total Private	448	76.5	23.5	127	62.9	37.1	575	73.5	26.5
Municipal:[e]									
Altus	2	50.0	50.0	11	36.3	63.7	13	38.4	61.6
El Reno	—	—	—	12	50.0	50.0	12	50.0	50.0
Muskogee	4	75.0	25.0	6	66.6	33.4	10	70.0	30.0
Poteau	5	20.0	80.0	10	80.0	20.0	15	60.0	40.0
Sayre	2	100.0	—	12	58.3	41.7	14	64.2	35.8
Seminole	6	50.0	50.0	3	33.4	66.6	9	44.4	55.6
Total Municipal	19	52.6	47.4	54	55.5	44.5	73	54.7	45.3
GRAND TOTAL	2,548	77.5	22.5	897	74.2	25.8	3,445	76.6	23.4

[a] See Appendix A for explanation of abbreviations and list of participating institutions.

[b] Includes faculty members who are engaged in contract research and who also teach part-time in the university program; does not include the faculty of the University of Oklahoma Medical Center or the Oklahoma Geological Survey.

[c] Includes faculty members of the Agricultural Experiment Station, School of Veterinary Medicine, and faculty engaged in contract research who also teach one or more classes in the university program; does *not* include faculty of the School of Technical Training at Okmulgee or the Oklahoma City Branch.

[d] Excludes faculty members who taught only in the OMA high school.

[e] Full-time teachers are those individuals who devoted their entire time to the college program.
Source: *Faculty Characteristics Questionnaire,* Form 5-A.

this number, 2,548 persons, or 74 per cent, were employed full-time; and 897 teachers, representing 26 per cent, devoted less than full time to the service of the institution. Approximately three-fourths of the part-time faculty members were employed by the two public universities. At the University of Oklahoma 39.3 per cent of the faculty reported they were employed on a part-time basis; and at Oklahoma State University, 32.7 per cent were part-time faculty members. The majority of these part-time teachers were graduate students who, in addition to teaching one or two college classes, were engaged in advanced study.

In general, it is undesirable to rely upon graduate students to carry a substantial proportion of the teaching load. While they may be competent classroom teachers, they are not usually available for other kinds of services normally expected of faculty members, such as student counseling and participation on faculty committees. It would appear that the use of part-time faculty members at the two state universities has reached and perhaps exceeded the maximum desirable level.

Of the 3,445 faculty members in the study, approximately four-fifths were employed in state-owned colleges and universities. As would be expected, this proportion closely parallels the proportion of students enrolled at state-owned institutions.

The proportion of men faculty members in the state-owned institutions was slightly higher than in private colleges and universities. Neither of these ratios, however, differed appreciably from national distributions. Among the various types of institutions, higher percentages of women were found in four-year colleges than two-year institutions or universities. These proportions were 45.1 per cent, 38.6 per cent, and 18.8 per cent, respectively.

Approximately three-fourths of the faculty members teaching in Oklahoma higher education institutions were married. The median number of dependents of all full-time faculty members was two.

Academic Preparation

How well qualified are college and university faculty members in Oklahoma? How do college teachers in Oklahoma compare with college teachers in other states? Are the better teachers resigning? Are new faculty appointments as capable as those in preceding years? These are among the questions frequently raised by individuals inside as well as outside the colleges who are concerned about the improvement of higher education.

There is probably no completely acceptable method of evaluating the quality of a college teaching staff. A variety of factors, many of which are not subject to accurate measurement, play a vital role in the success of a teacher. One criterion commonly used is the level of academic preparation of the faculty as measured by the amount of formal study they have completed. While the amount of advanced study is one indicator of the quality of a faculty, it alone does not guarantee effective or exciting teaching. However, specific data on academic preparation can furnish clues to the competence of the faculty as a whole as well as point up areas which require administrative attention. For example, if a high proportion of the faculty members have completed undergraduate or graduate degrees in the institutions where they are presently employed, the question may well be raised whether such academic inbreeding is limiting the perception of the faculty.

Table 2 provides a distribution of all full-time and part-time faculty according to the highest earned degree. For the institutions in the State System, 28.4 per cent held a doctorate, the highest attainable degree. Nearly 49 per cent held a master's or second professional degree and 21 per cent held a bachelor's or first professional degree.[6] Two per cent of the teaching faculty had academic training which had not resulted in a baccalaureate degree.

The level of academic preparation of faculties of private colleges and universities was slightly higher

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[6] A first professional degree is the first degree granted upon completion of a course of study. Ordinarily this is a bachelor's degree; however, in certain professions the first degree may require more than four years of college preparation. The second professional degree is a degree beyond the first level but below the doctorate. Ordinarily this is a master's degree, but will include some degrees which require more than five academic years to complete.

Table 2—Distribution of Full-Time and Part-Time Faculty According to Highest Earned Degree, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year

Institution	Highest Degree Held								Total
	Doctorate		M.A. or 2nd Professional[a]		B.A. or 1st Professional		Other[b]		
	No.	%	No.	%	No.	%	No.	%	
State:									
OU[c]	270	31.8	351	41.3	209	24.6	20	2.3	850
OSU[c]	290	28.8	399	39.7	299	29.7	18	1.8	1,006
CSC	40	24.1	105	63.3	15	9.0	6	3.6	166
ECSC	26	35.6	45	61.7	2	2.7	—	—	73
NESC	46	51.1	43	47.8	1	1.1	—	—	90
NWSC	16	29.1	36	65.5	3	5.4	—	—	55
SESC	35	43.2	42	51.9	4	4.9	—	—	81
SWSC	24	27.0	53	59.6	10	11.2	2	2.2	89
OCW	17	31.5	31	57.5	3	5.5	3	5.5	54
PAMC	9	18.8	32	66.7	7	14.5	—	—	48
LU	9	17.0	38	71.7	5	9.4	1	1.9	53
Cameron	1	2.1	47	97.9	—	—	—	—	48
Connors	1	4.2	17	70.8	5	20.8	1	4.2	24
Eastern	2	5.7	29	82.9	4	11.4	—	—	35
Murray	3	12.0	19	76.0	3	12.0	—	—	25
NEOAMC	3	6.5	28	60.9	12	26.1	3	6.5	46
NOJC	—	—	27	79.4	7	20.6	—	—	34
OMA[c]	1	5.0	18	90.0	—	—	1	5.0	20
Total State	793	28.4	1,360	48.6	589	21.0	55	2.0	2,797
Private:									
Tulsa	83	36.2	100	43.7	38	16.6	8	3.5	229
Ben. Hts.	2	22.2	6	66.7	1	11.1	—	—	9
Bethany	18	48.6	19	51.4	—	—	—	—	37
OBU	20	35.1	31	54.4	6	10.5	—	—	57
OCC	8	30.8	16	61.5	2	7.7	—	—	26
OCU	26	24.5	59	55.7	20	18.9	1	.9	106
Phillips	24	38.7	31	50.0	7	11.3	—	—	62
Bacone	—	—	18	66.7	8	29.6	1	3.7	27
St. Greg.	6	27.3	9	40.9	7	31.8	—	—	22
Total Private	187	32.5	289	50.3	89	15.5	10	1.7	575
Municipal:									
Altus	—	—	11	84.6	2	15.4	—	—	13
El Reno	—	—	10	83.3	2	16.7	—	—	12
Muskogee	—	—	6	60.0	4	40.0	—	—	10
Poteau	—	—	8	53.3	7	46.7	—	—	15
Sayre	—	—	8	57.1	5	35.7	1	7.2	14
Seminole	—	—	9	100.0	—	—	—	—	9
Total Municipal	—	—	52	71.2	20	27.4	1	1.4	73
GRAND TOTAL	980	28.4	1,701	49.4	698	20.3	66	1.9	3,445

[a] Includes individuals who held the Educational Specialist degree.

[b] Includes individuals with associate degrees and special diplomas as well as those with no degree.

[c] See Table 1 for explanation of individuals included.

Source: *Faculty Characteristics Questionnaire*, Form 5-A.

than that of public institutions with the proportions being 32.5 per cent with a doctorate, 50.3 per cent with the master's or second professional, 15.5 per cent with the bachelor's or first professional and 1.7 per cent with less than a bachelor's degree.

There are no regional or national norms by which faculties may be evaluated with respect to level of education attained. The most recent data, compiled in 1957-58 by the North Central Association, indicates the averages of colleges and universities participating in the "current college trends" survey to be as follows:

	Per Cent of Total Faculty that Hold Various Degrees		
	Dr.	M.A.	B.A. or Less
Universities	36	52	12
Four-year colleges	26	58	16
Two-year colleges	7	83	10

Caution should be exercised in relating current data on Oklahoma higher education faculties to the above data compiled from the 1957-58 NCA study, since the level of academic preparation of college faculties has been declining in recent years. It is particularly noteworthy, therefore, that several four-year Oklahoma institutions, both public and private, are well above the 1957-58 NCA averages. Northeastern State College had nearly twice the proportion of faculty members with earned doctorates as did comparable institutions in the earlier NCA study. The two state universities in Oklahoma are somewhat below regional averages for universities; and, with the exceptions of Murray State Agricultural College and St. Gregory's College, two-year institutions in the state are well below the 1957-58 regional averages. These data suggest that there are several institutions in the state that need to make strong efforts to raise the level of academic preparation of their faculties.

Educational Inbreeding and Source of Faculty Supply

Table 3 provides a percentage distribution of full-time faculty members according to the institutional source of highest earned degree. As mentioned earlier, the origin of degrees held by faculty members reflects the extent of "educational inbreeding" at an institution. This term as used in the literature of higher education generally applies to the selection and appointment of faculty members from among an institution's own graduates.

The major argument against excessive faculty inbreeding is that there occurs a "restriction of viewpoint" when instruction and research are carried on by faculty members whose academic preparation has been confined to a single institution. While the employment of an institution's own graduates does not necessarily narrow a student's philosophical and educational choices, common sense suggests that the more restricted the academic experiences of faculty members the more uniform their perspective is apt to be and the less likely it is that there will be an infusion of new ideas, practices and points of view. An institution which can attract a faculty with diverse educational experiences will be

Table 3—Number and Proportion of Full-Time Faculty Who Hold Degrees from the Institution Where Presently Employed, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year

Institution	Total Full-Time Faculty	With One Degree		With Two or More Degrees	
		No.	%	No.	%
State:					
OU[a]	516	199	38.6	99	19.2
OSU[a]	677	280	41.4	144	21.3
CSC	144	40	27.8	6	4.2
ECSC	73	28	38.4	1	1.4
NESC	89	21	23.6	1	1.1
NWSC	53	13	24.5	—	—
SESC	76	31	40.8	2	2.6
SWSC	87	26	29.9	3	3.4
OCW	49	6	12.2	—	—
PAMC	48	16	33.3	1	2.1
LU	50	21	42.0	2	4.0
Cameron	48	—	—	—	—
Connors	23	1	4.3	—	—
Eastern	34	1	2.9	—	—
Murray	25	—	—	—	—
NEOAMC	41	1	2.4	—	—
NOJC	30	—	—	—	—
OMA[a]	18	1	5.6	—	—
Total State	2,081	685	32.9	259	12.4
Private:					
Tulsa	164	48	29.3	14	8.5
Ben. Hts.	9	5	55.6	—	—
Bethany	37	13	35.1	1	2.7
OBU	55	30	54.5	—	—
OCC	18	—	—	—	—
OCU	81	13	16.0	2	2.5
Phillips	60	32	53.3	14	23.3
Bacone	19	—	—	—	—
St. Greg.	5	—	—	—	—
Total Private	448	141	31.5	31	6.9
Municipal:					
Altus	2	—	—	—	—
El Reno	—	—	—	—	—
Muskogee	4	—	—	—	—
Poteau	5	—	—	—	—
Sayre	2	—	—	—	—
Seminole	6	—	—	—	—
Total Municipal	19	—	—	—	—
GRAND TOTAL	2,548	826	32.4	290	11.4

[a] See Table 1 for explanation of individuals included.

Source: *Faculty Characteristics Questionnaire,* Form 5-A.

more likely to expose students to a wider range of philosophical and educational background than will a faculty that has been drawn from a more restricted academic spectrum.

No one would argue that an institution should never employ any of its own graduates. An institution that has a strong department or graduate program would be remiss to overlook this source of faculty supply. However, care should be exercised to maintain a balanced faculty in terms of academic preparation and experiences.

Table 3 shows the number and proportion of full-time faculty members in Oklahoma institutions during 1961-62 who held one degree and the number who held two or more degrees from the institution where they were teaching. The data in this table indicate there has been a strong tendency for individuals who enter college teaching in Oklahoma to return to or remain at the institution in which they have received some undergraduate work. Approximately one-third of the 2,548 full-time faculty members teaching in Oklahoma colleges and universities held one degree from the institution where they were teaching. About one-eighth held two degrees from the institution of present employment. There were three private colleges at which more than one-half of the full-time faculty held a degree from the institution where they were under contract to teach. The range at public senior colleges and universities was from 12.2 per cent at Oklahoma College for Women to 42.0 per cent at Langston University. There were three public institutions at which more than 40 per cent of the faculty held a degree from the institution of present employment.

This "return to the academic nest" is a common phenomenon according to Stecklein, and raises some pertinent questions about student bodies as an important source for screening and recruiting future faculty members.[7] He suggests that since there is a strong tendency for graduates who enter college teaching to return to the institution where they were previously enrolled as students, it would seem desirable to identify these students and encourage them to obtain further graduate work which would insure greater breadth of educational experiences. Careful counseling, and possibly financial assistance, might encourage a larger proportion of these individuals to obtain graduate work in out-of-state institutions with strong graduate programs and thus strengthen as well as broaden faculty preparation.

A second method commonly used to assess the breadth of academic background of a faculty is an institution's source of faculty supply. It is also considered undesirable to employ too large a proportion of the faculty from any one institution for the same reason that it is desirable to guard against

Table 4—Percentage Distribution of Full-Time Faculty By Source of Highest Earned Degree, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year

Institution	Number of Full-Time Faculty[a]	Source of Highest Degree		
		Institution Where Now Employed	Other Institutions In Oklahoma	Out-of-State Institutions
State:				
OU[b]	512	25.6	2.1	72.3
OSU[b]	670	31.1	5.8	63.1
CSC	143	4.9	63.6	31.5
ECSC	73	2.7	48.0	49.3
NESC	89	1.1	41.6	57.3
NWSC	53	5.6	45.3	49.1
SESC	76	2.6	50.0	47.4
SWSC	86	9.3	47.7	43.0
OCW	49	—	36.7	63.3
PAMC	48	4.2	60.4	35.4
LU	50	4.0	24.0	72.0
Cameron	48	—	70.8	29.2
Connors	23	—	73.9	26.1
Eastern	34	—	70.6	29.4
Murray	25	—	84.0	16.0
NEOAMC	41	2.4	53.7	43.9
NOJC	30	—	73.3	26.7
OMA[b]	18	—	77.8	22.2
Total State	2,068	17.7	25.6	56.7
Private:				
Tulsa	160	18.8	11.2	70.0
Ben. Hts.	9	11.1	22.2	66.7
Bethany	37	—	35.1	64.9
OBU	55	5.4	45.5	49.1
OCC	18	—	33.3	66.7
OCU	73	5.5	39.7	54.8
Phillips	60	13.3	33.3	53.4
Bacone	19	—	63.2	36.8
St. Greg.	5	—	60.0	40.0
Total Private	436	10.5	29.4	60.1
Municipal:				
Altus	2	—	100.0	—
El Reno	—	—	—	—
Muskogee	4	—	50.0	50.0
Poteau	5	—	80.0	20.0
Sayre	2	—	100.0	—
Seminole	6	—	100.0	—
Total Municipal	19	—	78.9	21.1
GRAND TOTAL	2,523	16.3	26.7	57.0

[a] Excludes 25 faculty members who did not report source of highest earned degree.

[b] See Table 1 for explanation of individuals included.

Source: *Faculty Characteristics Questionnaire,* Form 5-A.

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[7] John E. Stecklein, "Research on Faculty Recruitment and Motivation," *Studies of College Faculty,* Western Interstate Commission on Higher Education, Boulder, Colorado, pp. 15-16.

employing too large a number of one's own graduates.

The data in Table 4 on institutional source of highest earned degree are most meaningfully analyzed by individual institutions or by types of institutions. About three-fifths of the faculty members in state universities have their highest earned degree from an institution outside Oklahoma. At state four-year colleges, the proportion of faculty members with their highest degree from non-Oklahoma institutions ranges from 31.5 per cent to 72 per cent, with the institutional median being 49 per cent. The range at public two-year colleges is from 16 per cent to 43.9 per cent, with the median being 26.7 per cent.

The data in this table indicate that public two-year and four-year Oklahoma colleges obtain a large proportion of their instructional staff from in-Oklahoma institutions. In the main these individuals hold their highest degree from one of the two state universities in Oklahoma. For the most part private institutions obtain a larger proportion of their faculty from out-of-state institutions than do public institutions. Institutions that have a large proportion of their faculty who hold their highest degree from Oklahoma institutions should consider the merits of a faculty with more diversified educational experiences, as they plan future staffing patterns.

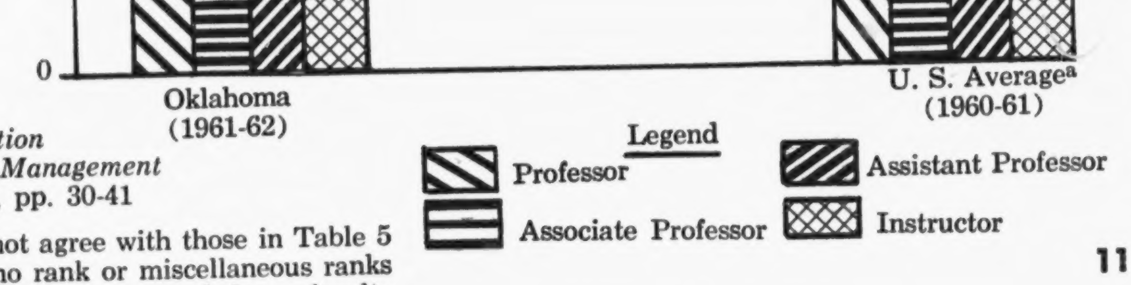
Academic Rank

It is the common practice of senior colleges and universities to bestow faculty rank upon the professional employees of an institution as a means of recognizing professional standing in the academic community. The four ranks commonly used by institutions of higher education are professor, associate professor, assistant professor and instructor.

A young faculty member with little or no teaching experience is commonly assigned the rank of instructor. As he gains experience and demonstrates professional growth and competence, he may be promoted to the rank of assistant professor, then to associate professor and finally to professor. In recent years, some institutions have created a fifth rank, the "distinguished professorship," which is accorded outstanding faculty members. However, this rank is not widely used and most statistical analyses of academic rank classify individuals holding this rank with those holding the rank of professor.

Normally the more experienced and capable members of the faculty hold the ranks of professor and associate professor. Individuals who hold these ranks are generally viewed as the senior staff, and those holding the ranks of assistant professor and instructor are considered to be the junior staff. In

Figure 1—Distribution of Full-Time Faculty in Public Senior Colleges and Universities, By Academic Rank, Oklahoma and U. S. Average



[a]Source: *Higher Education Planning and Management Data, 1960-61*, pp. 30-41

Note: Percentages do not agree with those in Table 5 as faculty with no rank or miscellaneous ranks have been excluded; also excluded are faculty in 2-year institutions.

the United States as a whole, approximately one-half of the faculty in institutions that assign faculty rank hold senior staff rank. A distribution by academic rank of faculty in the United States and in Oklahoma is presented in Figure 1.

It is not uncommon for institutions to accord a few faculty members ranks other than the four academic ranks mentioned above to provide for temporary appointments or other special situations. Typical of such special ranks are artist in residence, extension specialist, honorary professor, professor emeritus, and visiting lecturer. In this study all such special ranks were combined and reported

Table 5—Percentage Distribution of Full-Time Faculty by Academic Rank, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year

Institution	Number of Faculty	Academic Rank					
		Professors	Associate Professors	Assistant Professors	Instructors	Other Ranks[a]	No Rank
State:							
OU	516	37.0	24.8	18.0	12.0	7.6	.6
OSU	676	27.4	22.6	28.8	17.2	2.7	1.3
CSC	144	12.5	10.4	32.6	38.2	2.8	3.5
ECSC	73	32.9	16.4	26.1	16.4	8.2	—
NESC	89	19.1	25.8	36.0	14.6	4.5	—
NWSC	53	18.9	32.1	16.9	24.5	1.9	5.7
SESC	76	19.7	27.6	22.4	23.7	6.6	—
SWSC	86	20.9	25.6	22.1	25.6	3.5	2.3
OCW	49	32.7	16.3	22.5	26.5	2.0	—
PAMC	48	31.2	18.8	8.3	29.2	6.3	6.2
LU	50	26.0	10.0	26.0	30.0	6.0	2.0
Cameron	48	—	—	—	93.7	6.3	—
Connors	23	—	—	—	78.3	21.7	—
Eastern	34	—	—	—	100.0	—	—
Murray	25	—	—	—	88.0	12.0	—
NEOAMC	41	—	—	—	97.6	2.4	—
NOJC	30	—	—	—	93.3	6.7	—
OMA	18	—	—	—	77.8	22.2	—
Total State	2,079	25.1	19.9	22.1	26.7	5.0	1.2
Private:							
Tulsa	164	31.7	23.8	26.8	15.9	1.8	—
Ben. Hts.	9	11.1	33.3	11.1	44.5	—	—
Bethany	37	46.0	24.3	24.3	5.4	—	—
OBU	55	29.1	16.4	40.0	9.1	3.6	1.8
OCC	18	11.1	27.8	38.9	22.2	—	—
OCU	81	22.2	25.9	28.4	21.0	2.5	—
Phillips	60	35.0	33.3	26.7	3.3	—	1.7
Bacone	19	—	—	—	100.0	—	—
St. Greg.	5	—	—	—	100.0	—	—
Total Private	448	28.3	23.7	27.2	18.8	1.6	.4
Municipal							
Altus	2	—	—	—	100.0	—	—
El Reno	—	—	—	—	—	—	—
Muskogee	4	—	—	—	100.0	—	—
Poteau	5	—	—	—	100.0	—	—
Sayre	2	—	—	—	100.0	—	—
Seminole	6	—	—	—	83.3	16.7	—
Total Municipal	19	—	—	—	94.7	5.3	—
GRAND TOTAL	2,546	25.5	20.4	22.9	25.6	4.4	1.2

[a] Includes special ranks not commonly used such as Artist in Residence, Extension Specialist, etc.

Source: *Faculty Characteristics Questionnaire,* Form 5-A.

as, "other ranks". Only 33 of the 2,546 full-time faculty members included in this study held miscellaneous academic ranks.

Public two-year and junior colleges commonly do not rank faculty members. Professional employees of these institutions generally are all classified instructors regardless of their experience, ability or academic preparation. For this reason, comparisons between junior colleges and senior colleges which relate such factors as academic rank and salary are spurious.

Table 5 presents a distribution of the number of full-time faculty in each of the 33 Oklahoma colleges and universities and the proportion holding various academic ranks. It is evident from the data in this table that practices vary widely among both public and private Oklahoma senior colleges and universities regarding the proportion of full-time faculty holding various academic ranks. The range in the proportion of faculty members with the rank of professor at public institutions is from 12.5 per cent to 37.0 per cent; at private institutions, the range is from 11.1 per cent to 46.0 per cent. Similar distributions exist among other ranks.

Institutions that have an imbalance among their faculty ranks should give careful consideration to this situation as they plan future staffing patterns. Too high a proportion of faculty with senior rank not only presents problems regarding budgeting for faculty salaries, but also tends to discourage young faculty members from remaining at the institution. If the senior academic ranks are full and the prospects for professional advancement appear dim, the more ambitious young faculty members will be inclined to seek greener pastures.

On the other hand, too few senior faculty members may indicate the lack of a mature, experienced faculty. Although there are exceptions, it is the senior staff that generally provides the stability, experience and academic leadership which is essential to maintaining and improving higher education.

Table 6 affords a comparison by sex of the proportion of faculty members with various academic degrees and the academic rank that they presently hold. The policies and practices of institutions with regard to employment of women are of considerable importance in connection with staffing problems. The data in this table indicate that women who hold an earned doctor's degree have equal chance to attain senior academic rank in Oklahoma colleges and universities. However, women whose highest earned degree is the master's or bachelor's degree are far less likely to achieve senior academic rank than are men with these degrees. For example, 12.8 per cent of the men with master's degrees and 14.4 per cent with bachelor's degrees held the rank of professor. For women, only 5.4 per cent with a master's degree and 2.7 per cent with a bachelor's degree held the rank of professor. These data suggest that if a woman is interested in advancing up the academic ladder in Oklahoma in-

Table 6—Percentage Distribution of Full-Time Faculty by Academic Rank and by Highest Earned Degree, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year

Academic Rank	Doctorate		M.A. or 2nd Prof.[a]		B.A. or 1st Prof.		Other		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Professor	50.7	51.2	12.8	5.4	14.4	2.7	24.2	20.0	29.4	12.1
Associate Professor	26.5	24.4	15.5	22.9	16.1	8.0	10.4	—	20.2	21.0
Assistant Professor	17.6	19.8	29.2	26.8	16.7	8.0	3.4	—	22.7	23.1
Instructor	1.8	2.3	37.8	37.0	42.2	54.7	51.7	40.0	22.9	34.1
Other Ranks	2.5	2.3	3.6	6.9	9.5	16.0	6.9	—	3.7	7.3
No Rank	.9	—	1.1	1.0	1.1	10.6	3.4	40.0	1.1	2.4
GRAND TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[a] Includes 8 faculty with the Educational Specialist degree.

Source: *Faculty Characteristics Questionnaire,* Form 5-A.

Note: This table should be read as follows: Slightly less than fifty-one per cent of the men and slightly more than fifty-one per cent of the women faculty members who hold an earned doctorate degree hold the rank of full professor.

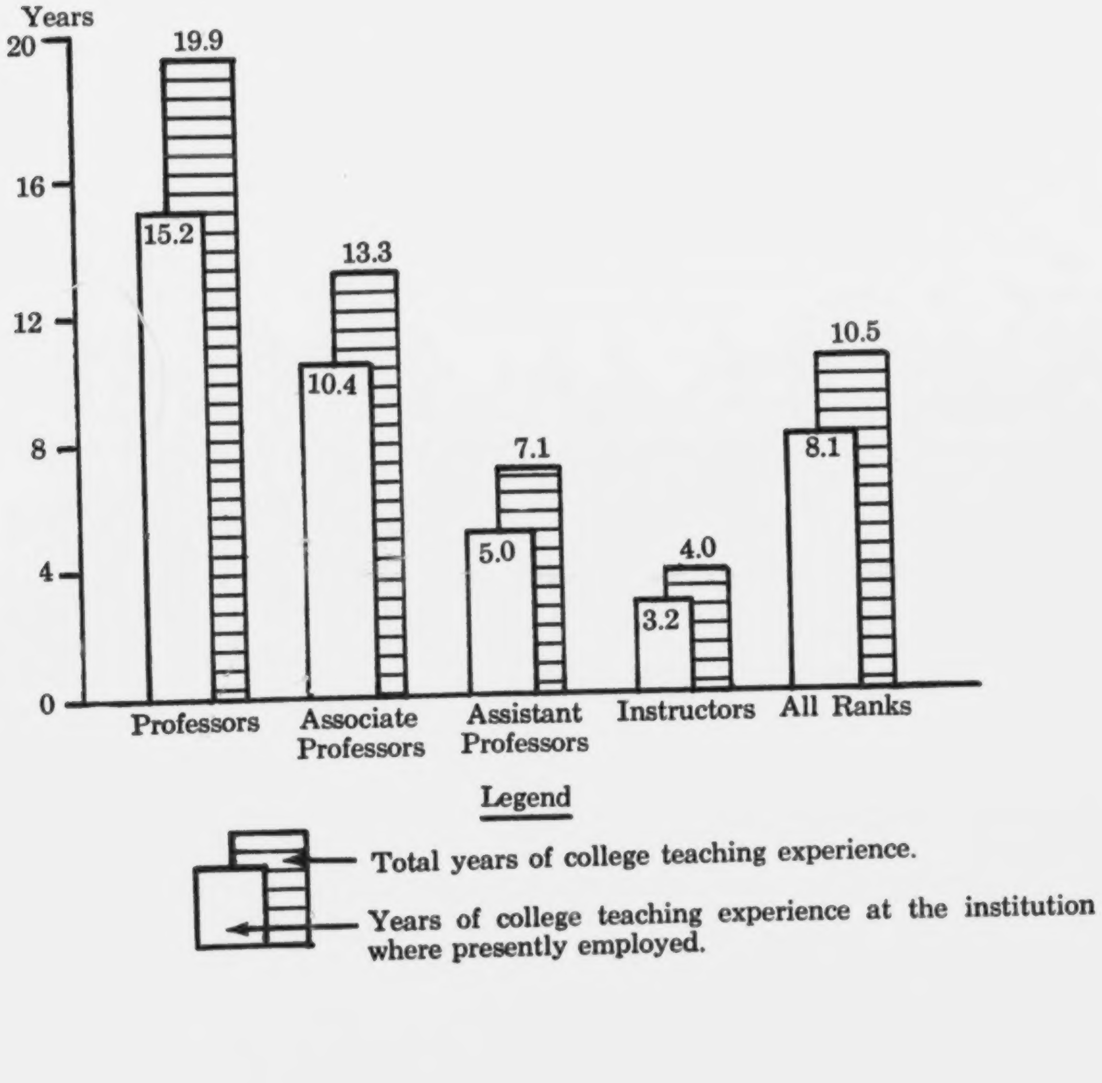
stitutions of higher education, she should plan to obtain a doctorate.

College Teaching Experience

What is the extent of college teaching experience of faculties in Oklahoma colleges and universities? While experience alone does not measure teaching ability, it does throw some light on the characteristics and quality of institutional personnel. It also provides tangible evidence of faculty turnover when such data are related to other objective data.

Figure 2 shows the median years of college teaching experience of Oklahoma higher education faculties, by academic rank. There were 649 Oklahoma faculty members in the spring of 1962 who held the rank of professor. The median years of college teaching experience of these individuals was nearly 20 years, and the median years of teaching experience at the institution of present employment was 15.2 years. For 519 associate professors, the median total college experience was 13.3 years, and the median experience at the institution where presently employed was 10.4 years; the medians for 581 assistant professors were 7.1 years and 5.0 years respectively; and for 651 instructors the medians were 4.0 years and 3.2 years. The median for instructors is not comparable with medians for other ranks since this group included the faculties of two-year colleges. Public junior colleges in Oklahoma do not bestow academic rank upon teaching faculties; hence, all faculty members at these institutions (except deans) carry the rank of instructor.

Figure 2—Median Years of College Teaching Experience of Full-Time Faculty. 33 Oklahoma Collges and Universities, by Academic Rank, Spring 1962



Figures 3, 4, and 5 present similar data on median years of teaching experience for 27 Oklahoma colleges and universities. Data for municipal colleges were excluded from this analysis because the number of full-time faculty members was too small to treat statistically. The data in these figures indicate that faculties of two-year institutions generally have much less college teaching experience than do faculties of four-year colleges and universities. Faculties of two-year colleges averaged less than one year of teaching experience prior to acceptance of their present employment compared with approximately four years of experience for faculties of senior colleges and universities.

The data on college teaching experience of Oklahoma faculties generally reflect a very stable faculty, with the possible exceptions of Central State College and Cameron State Agricultural College. The low medians at these institutions probably are due to rapidly increasing enrollments and the employment of additional faculty members with relatively little college teaching experience.

Age of Faculty

Table 7 presents a percentage distribution of the full-time faculties in Oklahoma colleges and uni-

Figure 3—Median Years of College Teaching Experience, Oklahoma Public 4-Year Colleges and Universities, Spring, 1962

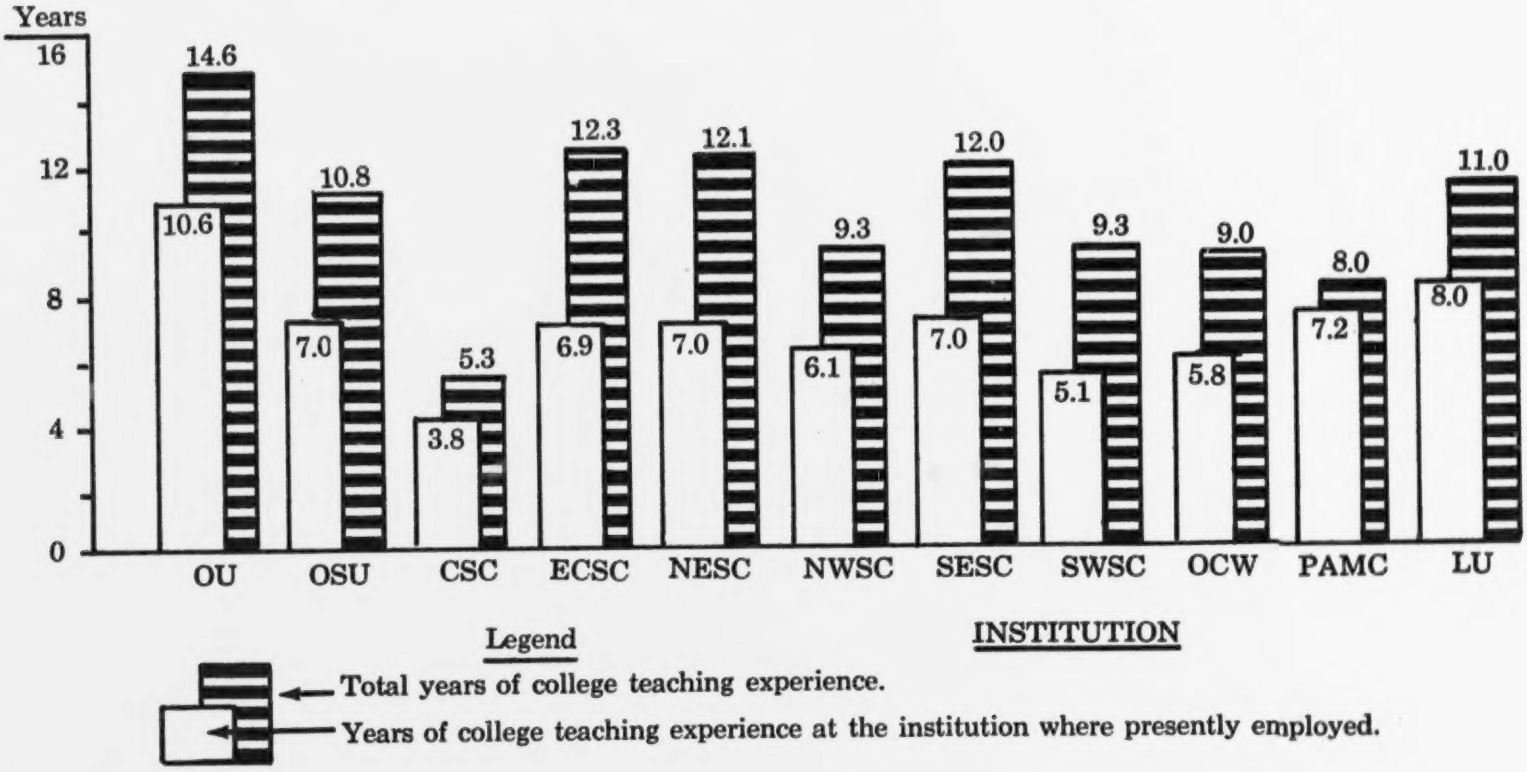


Figure 4—Median Years of College Teaching Experience, Oklahoma Public 2-Year Colleges, Spring, 1962

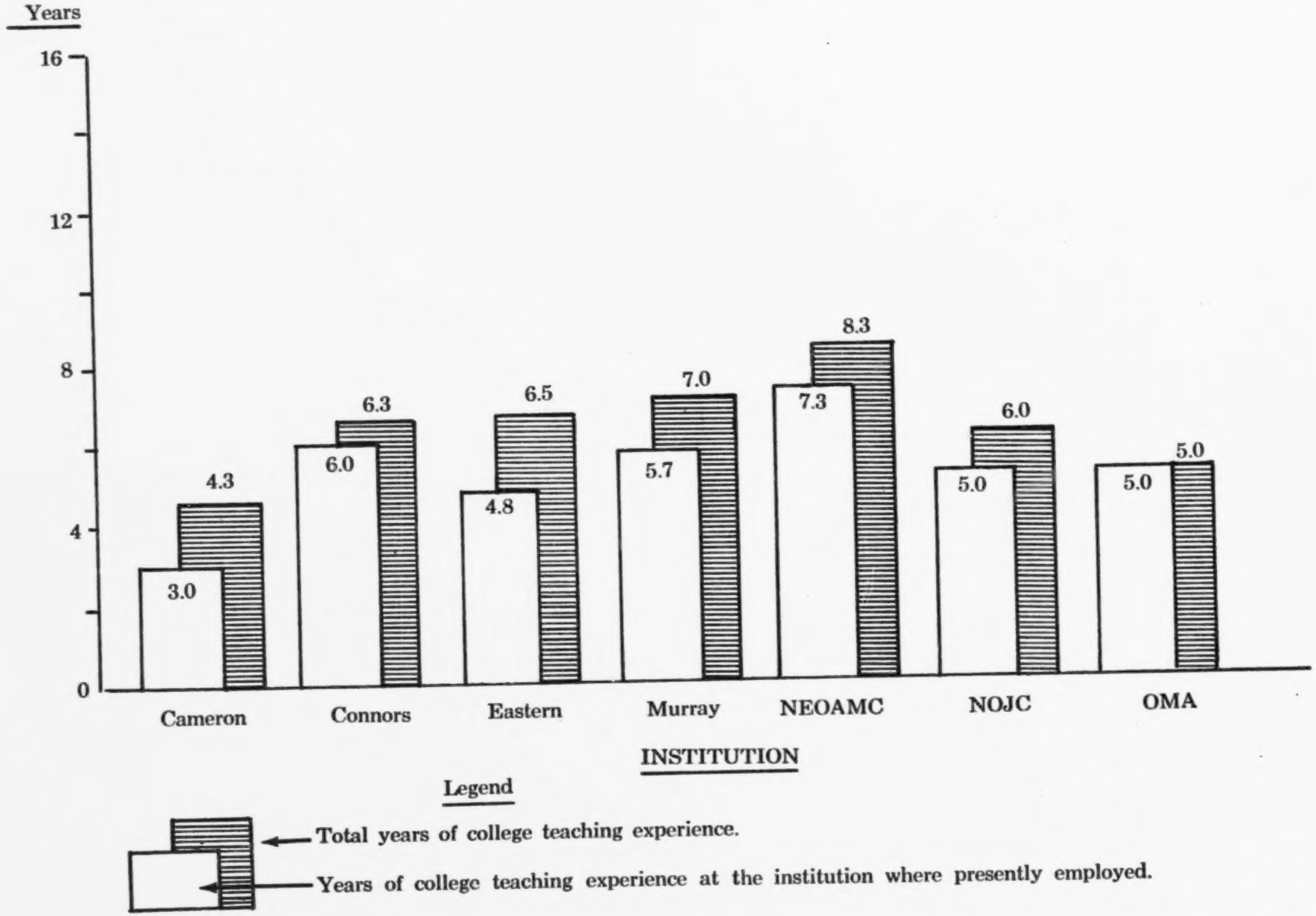


Figure 5—Median Years of College Teaching Experience, Oklahoma Private Colleges and Universities, Spring, 1962

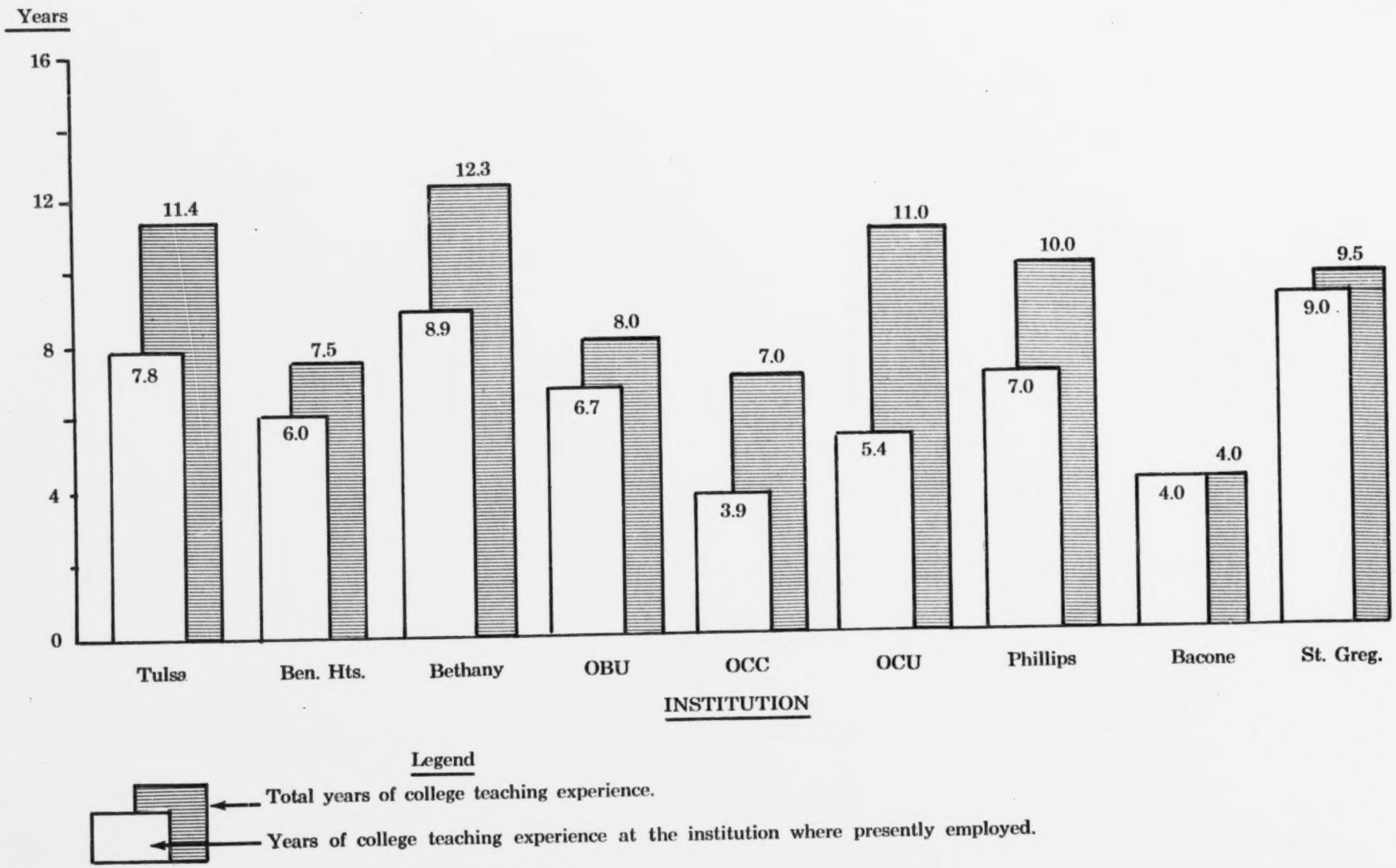


Table 7—Percentage Distribution of Full-Time Faculty by Age, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year

Institution	No. of Faculty	Proportion in Each Age Group									
		Under 30	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-Over
State:											
OU[a]	516	5.8	11.8	12.6	15.5	15.1	12.0	9.9	9.3	7.2	.8
OSU[a]	677	11.8	12.4	14.7	17.3	12.1	9.9	11.0	8.7	1.8	.3
CSC	144	10.4	18.7	13.9	11.8	9.0	15.3	8.4	6.9	4.9	.7
ECSC	73	8.2	10.9	15.1	11.0	10.9	9.6	17.8	12.3	4.2	—
NESC	89	3.3	7.9	13.5	13.5	12.3	18.0	12.3	13.5	5.7	—
NWSC	53	7.5	13.2	17.0	11.3	13.2	9.4	15.1	11.4	1.9	—
SESC	76	9.2	15.8	19.7	6.6	7.9	10.5	10.5	14.5	5.3	—
SWSC	87	10.3	16.1	8.0	11.5	12.7	14.9	11.5	10.4	4.6	—
OCW	49	2.0	14.3	6.1	6.1	20.4	18.4	18.4	10.2	4.1	—
PAMC	48	10.4	18.7	14.6	6.3	22.9	6.2	12.5	6.3	2.1	—
LU	50	4.0	18.0	8.0	12.0	14.0	14.0	8.0	14.0	8.0	—
Cameron	48	18.7	25.0	12.5	8.3	2.1	4.2	16.7	10.4	—	2.1
Connors	23	21.7	21.7	13.1	—	4.3	21.8	—	4.3	13.1	—
Eastern	34	14.7	17.6	20.6	17.6	3.0	8.8	8.8	5.9	—	3.0
Murray	25	20.0	12.0	16.0	8.0	12.0	12.0	—	16.0	4.0	—
NEOAMC	41	14.6	12.2	12.2	7.3	17.1	24.4	2.4	7.3	2.5	—
NOJC	30	16.6	6.7	13.3	13.4	16.6	13.4	6.6	13.4	—	—
OMA[a]	18	5.5	16.7	22.2	—	16.7	11.1	11.1	11.1	5.6	—
Total State	2,081	9.5	13.5	13.7	13.8	12.7	11.9	10.7	9.6	4.1	.5
Private:											
Tulsa	164	3.6	13.4	13.4	21.4	12.2	15.8	8.0	8.5	3.0	.7
Ben. Hts.	9	—	11.1	11.1	22.2	22.2	11.1	11.1	—	—	11.2
Bethany	37	8.1	10.8	10.8	18.9	10.8	16.2	18.9	5.5	—	—
OBU	55	7.2	20.0	16.4	14.5	20.0	5.5	10.9	3.6	1.9	—
OCC	18	22.2	11.1	22.2	11.1	16.7	16.7	—	—	—	—
OCU	81	12.3	16.0	13.6	13.6	6.2	12.3	12.4	4.9	7.4	1.3
Phillips	60	8.3	15.0	10.0	21.7	6.6	11.7	10.0	6.7	8.3	1.7
Bacone	19	10.5	42.1	15.8	5.2	10.6	—	5.2	5.3	5.3	—
St. Greg.	5	—	—	—	40.0	40.0	—	20.0	—	—	—
Total Private	448	7.5	15.7	13.4	18.0	11.9	12.5	10.0	6.0	4.1	.9
Municipal:											
Altus	2	—	—	—	—	—	50.0	50.0	—	—	-
El Reno	—	—	—	—	—	—	—	—	—	—	—
Muskogee	4	—	—	25.0	—	—	—	—	25.0	25.0	25.0
Poteau	5	20.0	—	20.0	—	20.0	—	20.0	20.0	—	—
Sayre	2	50.0	—	50.0	—	—	—	—	—	—	—
Seminole	6	—	—	—	—	50.0	33.3	16.7	—	—	—
Total Municipal	19	10.5	—	15.8	—	21.0	15.8	15.8	10.5	5.3	5.3
GRAND TOTAL	2,548	9.1	13.8	13.7	14.4	12.6	12.1	10.6	9.0	4.1	.6

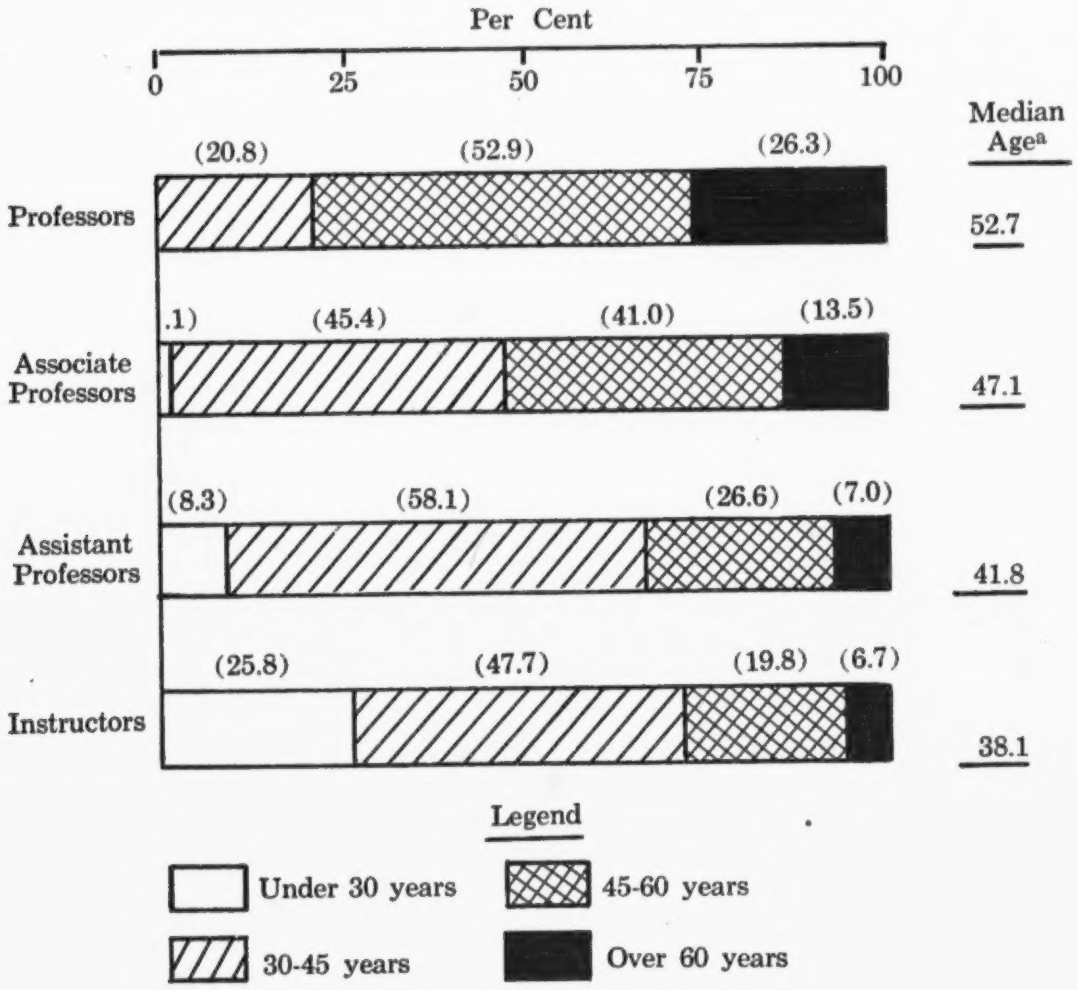
[a] See Table 1 for explanation of individuals included.
Source: *Faculty Characteristics Questionnaire,* Form 5-A.

	Median Age
State Institutions	44.3
Private Institutions	43.2
Municipal Institutions	50.4
All Institutions	44.1

versities by age groups. Approximately one-fourth of the faculty members were 55 years of age or older. The median age of faculty members in state institutions was 44.3 years and in private institutions the median was 43.2 years. The age of faculties in private institutions closely paralleled that of faculties in public colleges and universities. Comparison of the median age of Oklahoma faculties with figures obtained from state and national reports indicates that Oklahoma medians are about three years above the median age of college teachers elsewhere.

A second manner of analyzing age characteristics is in terms of faculty rank. Figure 6 shows the age distribution of Oklahoma faculties according to the four academic ranks. It is significant to note that 26.3 per cent of the faculty members who held the rank of professor, and 13.5 per cent of those with the rank of associate professor were 60 years of age or older. In other words, Oklahoma institutions will retire between one-fourth and one-fifth of their senior staff members within the next five to ten years. It should be a point of concern to Oklahoma college administrators that a significant loss of their more experienced faculty members will occur at the same time colleges across the nation are expected to encounter a serious shortage of qualified teachers.

Figure 6—Age Distribution of Full-Time Faculty, by Academic Rank, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year



[a] Excludes faculty with miscellaneous ranks and with no academic rank.

Teaching Load and Class Size

There are no recent standards or criteria that can be used to compare teaching load and class size data on Oklahoma colleges with institutions in other states or with national averages. Such data are not compiled by the U. S. Office of Education. On occasion, the North Central Association has conducted surveys of current college trends which enabled an institution to compare itself with normative data for similar type institutions. In recent years, however, the North Central Association has deemphasized the use of objective criteria and has moved toward the use of broad guidelines which enable institutions to be evaluated through "introspection and self-study."[8]

Nevertheless, most legislators, state budget officers and other state officials continued to rely heavily upon objective data in arriving at more complete understanding of institutions' operations, problems and budget needs. While no two states follow the same pattern or formula in allocating state funds, objective data are used in most states to develop higher education budget recommendations and to distribute state dollars.

Table 8 presents data for Oklahoma institutions on average student-faculty ratios, average semester hour teaching loads and student-credit-hours produced per faculty member. There are two major variables involved in the development of faculty work load data. These are (1) the number of students in each faculty member's classes, and (2) the number of semester hours of classes that he teaches each term. The teaching load may be increased or decreased by varying either of these factors.[9]

In interpreting the data in Table 8, it should be kept in mind that faculty load data reflect the teaching function only. The data do not reflect time spent on such activities as research, public and professional services, committee and other administrative work, student counseling and other non-instructional activities. Differences in non-teaching activities account largely for the differences in faculty load data that are found among different types of institutions, i.e., universities, four-year colleges, and two-year colleges.

Faculty load data are most meaningful when comparisons are made among institutions of like

Table 8—Student-Faculty Ratio, Average Teaching Load per Semester and Average Student-Credit-Hours Produced per Semester by the Teaching Faculty, 18 Oklahoma Colleges and Universities, 1961-62 Academic Year

Institution	F.T.E. Faculty (9 months)	Weighted Average Class Size	Average Student Faculty Ratio[a]	Average Teaching Load per Semester[b]	S.C.H. Produced Each Semester[c]
Universities:					
OU[d]	509.4	24.5	19:1	11.6	286
OSU	487.8	25.3	20:1	12.0	306
Total Universities	997.2	25.0	20:1	11.8	295
4-Year State:					
CSC	131.3	29.7	27:1	13.8	411
ECSC	61.3	24.9	26:1	15.4	385
NESC	79.9	36.9	35:1	14.5	537
NWSC	47.8	23.0	23:1	15.0	347
SESC	65.3	22.0	23:1	15.8	348
SWSC	78.1	29.4	26:1	12.9	382
OCW	43.5	15.4	13:1	12.5	193
PAMC	38.8	23.5	20:1	12.7	300
LU	39.4	17.9	16:1	13.7	245
Total 4-Year	585.4	28.8	25:1	14.1	375
2-Year State:					
Cameron	41.9	24.5	25:1	15.6	383
Connors	17.2	17.9	19:1	16.0	288
Eastern	25.8	22.8	25:1	16.4	375
Murray	18.6	20.4	18:1	13.1	269
NEOAMC	32.4	25.6	25:1	14.5	374
NOJC	31.2	19.9	15:1	11.3	226
OMA	9.2	15.6	17:1	16.6	261
Total 2-Year	176.3	22.2	22:1	14:6	324
Private Colleges:					
Tulsa	154.6	21.3	21:1	14.6	313
OBU	72.1	20.1	17:1	12.5	253
OCC	15.9	20.8	20:1	14.5	305
OCU	80.5	24.1	22:1	13.4	324
Phillips	67.8	14.6	16:1	16.3	224
Bacone	16.6	15.4	15:1	14.6	227
Total Private[e]	407.5	20.0	19:1	14.3	286

[a] Ratio of full-time-equivalent enrollment (Column 2) to full-time-equivalent faculty (Column 1). Figures rounded to nearest whole number.

[b] Total semester hours taught divided by total full-time-equivalent faculty, and the quotient divided by two.

[c] SCH (student-credit-hours) divided by FTE faculty. A faculty teaching 15 semester hours with 25 students in each class would produce 750 student-credit-hours in one semester.

[d] Excludes the University of Oklahoma Medical Center.

[e] The municipal junior colleges, Benedictine Heights and St. Gregory's College did not participate in the instructional-salary-cost study.

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[8] Commission on Colleges and Universities, *Guide for the Evaluation of Institutions of Higher Education,* North Central Association, 1958, p. 1.

[9] For a more complete discussion as well as a detailed analysis of faculty work load data see: *An Analysis of Faculty Teaching Loads and Student-Credit-Hour Costs,* Oklahoma State Regents for Higher Education, September 1962.

function, purpose and size. Marked differences here may suggest a need for further study and exploration to determine if variations are due to inefficiency or are the result of considered policies within the institution.

As would be expected, the teaching load of university faculties as measured by student-credit-hours produced is considerably lighter than that at either four-year or two-year colleges. This is due primarily to the extent of non-instructional activities required of university faculties and to the size of graduate offerings. Although faculties in the two-year institutions teach more hours per semester, the average class size is smaller than in the four-year institutions. Because of the important role that faculty members play in student guidance at the junior college, these institutions generally endeavor to schedule smaller classes than do four-year colleges. This factor accounts in part for the fact that the average class size in Oklahoma two-year institutions is 22 students compared with 25 students at the state universities and nearly 29 students at the four-year colleges.

The data in Table 8 show marked differences among the four-year state colleges with regard to average student-credit-hours produced per full-time-equivalent faculty, with productivity at one institution nearly three times that at another institution. These data indicate that there are two institutions, Oklahoma College for Women and Langston University, that appear to be over-staffed in terms of average credit-hour teaching loads of faculty members. As enrollments increase at these institutions, careful planning should result in more economical utilization of faculty manpower.

Attention should also be called to what appears to be an unusually high production of student-credit-hours per faculty member at Northeastern State College. At this institution, the average class size was 36.9 students and the average semester hour teaching load was 14.5 hours. A comparison of faculty load data with other Oklahoma institutions as well as with data from similar faculty studies made recently in Colorado, Iowa, Michigan, and North Carolina shows the Northeastern faculty teaching load to be substantially above comparable institutions in these states. While adequate judgments regarding the possible impact of heavy teaching loads on the quality of teaching cannot be made on the basis of data available in this analysis, the heavy teaching load at this institution indicates that careful administrative review should be given this matter.

Comparisons among state-controlled and privately controlled institutions in Oklahoma reveal only minor differences with regard to the instructional productivity of faculty members. In general, the per-faculty student-credit-hours produced at private institutions closely parallels similar types of public institutions in Oklahoma.

Summary

Of the 3,445 professional employees who participated in the Oklahoma Self-Study of Higher Education, approximately three-fourths were employed on a full-time basis by a college or university in the state. Of the full-time college teachers, about four in every five were employed in a state institution of higher learning. Male teachers out-numbered female teachers about three to one. About one-fourth of the total faculty (part-time as well as full-time) held earned doctor's degrees; about one-half held master's or second professional degrees; and the remaining one-fourth held less than a master's degree or its equivalent. The high proportion of teachers with less than a master's degree is due primarily to the large number of part-time faculty members employed by universities.

The median years of college teaching experience of full-time college faculties was 10.5 years, 8.1 years of which was at the institution where the teacher was employed at the time he completed the questionnaire. For individuals who held the rank of full professor, the median college teaching experience was 19.9 years, and their average tenure at the institution of present employment was 15.2 years. The data on teaching experience indicated that Oklahoma colleges have a relatively stable teaching faculty.

Higher education institutions in Oklahoma generally compare favorably with national distributions with regard to the proportion of full-time faculty members who are assigned academic rank.

There are two or three institutions, however, that have an exceptionally high proportion of the faculty holding senior academic rank, and there are two or three that have an exceptionally low proportion holding senior academic rank. Variations from the average are not necessarily bad; however, these institutions should carefully review their present staffing pattern to make certain these imbalances are not a consequence of inadequate administrative planning.

Approximately one-fourth of the full-time faculty members in Oklahoma higher education are over 55 years of age. The median age of college teachers is 44.1 years. Oklahoma higher education can expect to lose 350 full-time teachers in the next five to ten years through retirement. The majority of these individuals hold senior academic rank. It should be a point of concern to Oklahoma that a fourth of its most experienced and capable college teachers will be retired in the next several years.

The average teaching load per semester during the 1961-62 academic year at state universities was 11.8 semester hours; at four-year state colleges it was 14.1 hours; at two-year state colleges it was 14.6 hours; and among private institutions it was 14.3 hours. Significant differences were found to exist among the participating institutions with respect to faculty productivity as measured by student-credit-hours produced.

Part III—Recent Faculty Appointments in Oklahoma Colleges

Of great concern to college administrators is the anticipated declining pool of qualified new teachers from which faculty replacements and additions may be drawn. With the rapid college enrollment growth anticipated in the next decade, the prospect is for a serious shortage of college teachers as well as an erosion in the qualifications of new teachers.

In an effort to evaluate the academic qualifications of recently appointed faculty members in Oklahoma institutions of higher education, an analysis was made of individuals who had five or fewer years of teaching experience at the institution where they were presently employed. Of the 2,548 full-time faculty members in the Oklahoma faculty study, there were 1,073 individuals, or 42.2 per cent, who had been appointed to their present position since September of 1957. There was no way of determining how many of these recent appointments were replacements and how many were additions to the faculty due to enrollment growth.

Figure 7 compares the academic qualifications of recently appointed full-time faculty members with those of the total faculty. For state institutions as a group, the academic qualifications of new appointments were somewhat higher than those for the total faculty. There were 291 recent appointments, or 32.8 per cent, in state institutions that held a doctor's degree. This compares with 28.4 per cent of the total full-time faculty members in state institutions who held this degree. There were 472 recent appointments, or 53.2 per cent, who held a master's or second professional degree. This compares with 48.6 per cent for the total faculty members.

The academic qualifications of new faculty members at all private institutions likewise compare favorably with the total full-time faculty of these institutions, when analyzed as a group. Slightly more than 33 per cent of the new appointees in private institutions held a doctor's degree, and 52.5 per cent held a master's or second professional degree. This compares with 32.5 per cent with doctorates and 50.3 per cent with master's degrees for the total faculty.

When viewed from the state level, Oklahoma colleges and universities compare favorably with national averages with regard to the level of academic preparation of new teachers. The following figures show the per cent of recently appointed teachers for Oklahoma and for the nation at each of three levels of preparation.

Level of Preparation	Oklahoma (1957-61)	U.S.[10] (1960-61)
Doctor's Degree	32.7%	25.8%
Master's Degree	52.9	56.8
Less than Master's Degree	14.4	17.4

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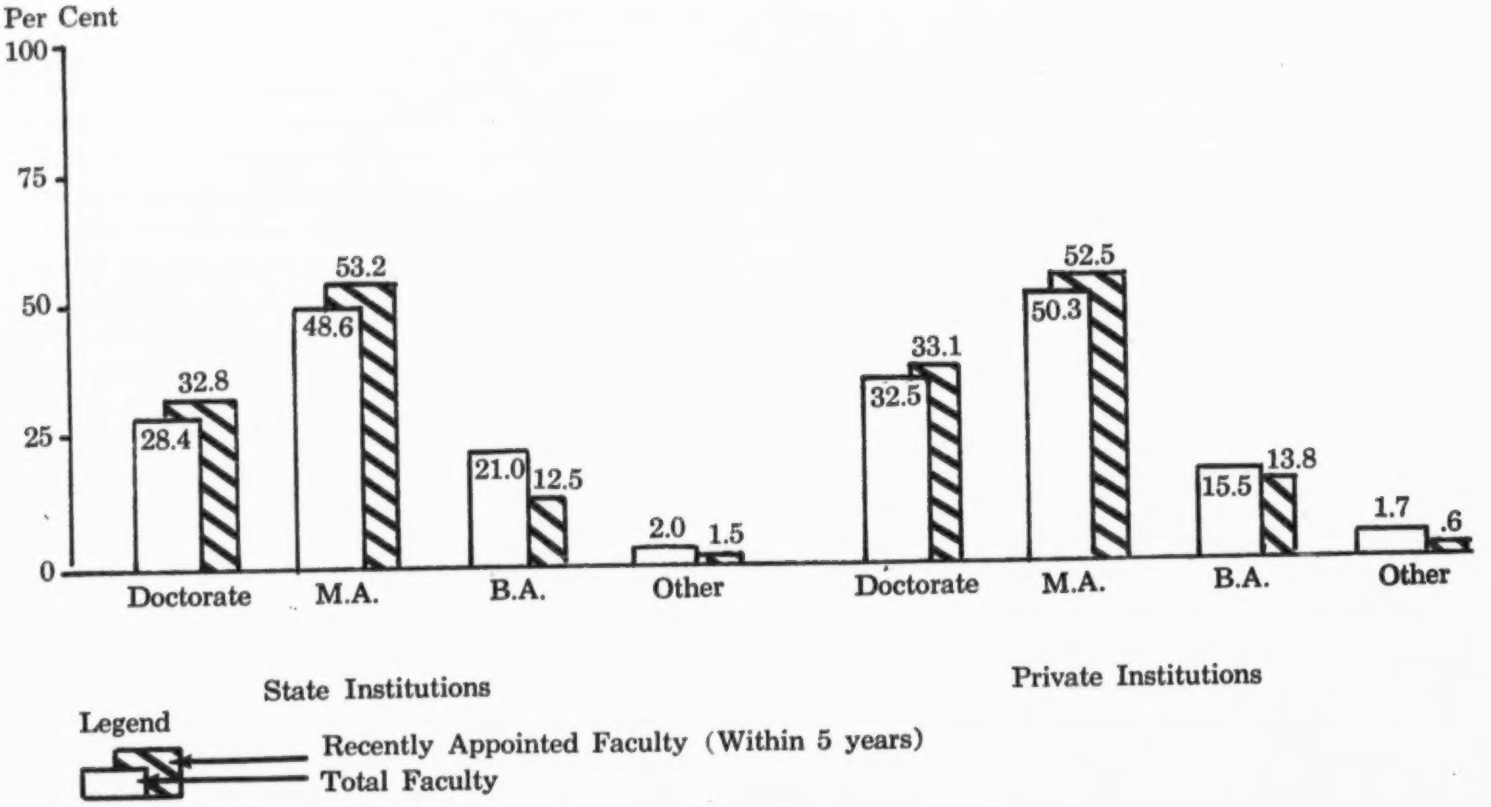
[10] National Education Association, *Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1959-60 and 1960-61.* Research Report 1961-R12, Research Division, N. E. A., May 1961, p. 14.

The picture in Oklahoma is not as favorable when analyzed by individual institutions, however, as it is when the institutions are analyzed by groups. Table 9 presents an institution-by-institution analysis of recently appointed full-time faculty members at each of the 33 participating institutions in Oklahoma. A comparison of the data in this table with that presented in Table 2 reveals a noticeable decline in the academic qualifications of new appointments at 18 of the 33 institutions. These data indicate that many two-year and four-year institutions have been employing new faculty members whose academic qualifications are generally below those of the total faculty. Public and private universities have been successful in employing new full-time faculty whose qualifications are generally above the level of academic preparation of the total faculty.

Figure 7—Comparison of the Academic Qualifications of Recently Appointed Full-Time Faculty With the Academic Qualifications of Total Full-Time Faculties, by Type of Institution, Spring, 1962



Continuing analysis should be undertaken by each Oklahoma college to make certain that overall faculty quality is being maintained, and hopefully raised, as new faculty appointments are made. This will be increasingly difficult to accomplish as the shortage of qualified new faculty becomes more acute.

Factors Affecting Faculty Recruitment

When asked to identify the difficulties they en-

Table 9—Distribution of Recently Appointed Full-Time Faculty by Highest Degree Held, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year[a]

Institution	Highest Earned Degree Held								Total
	Doctorate		M.A. or 2nd Prof.[b]		B.A. or 1st Prof.		Other		
	No.	%	No.	%	No.	%	No.	%	
State:									
OU[c]	72	42.1	77	45.0	20	11.7	2	1.2	171
OSU[c]	120	42.5	108	38.3	47	16.7	7	2.5	282
CSC	20	22.2	68	75.6	2	2.2	—	—	90
ECSC	10	32.3	19	61.3	2	6.4	—	—	31
NESC	17	48.6	17	48.6	1	2.8	—	—	35
NWSC	7	29.2	16	66.7	1	4.1	—	—	24
SESC	13	37.1	21	60.0	1	2.9	—	—	35
SWSC	12	26.1	27	58.7	6	13.0	1	2.2	46
OCW	7	30.4	13	56.5	2	8.7	1	4.4	23
PAMC	4	18.2	13	59.1	5	22.7	—	—	22
LU	4	21.0	13	68.4	1	5.3	1	5.3	19
Cameron	1	3.1	31	96.9	—	—	—	—	32
Connors	—	—	5	62.5	3	37.5	—	—	8
Eastern	1	6.2	13	81.3	2	12.5	—	—	16
Murray	3	25.0	7	58.3	2	16.7	—	—	12
NEOAMC	—	—	9	52.9	7	41.2	1	5.9	17
NOJC	—	—	8	53.3	7	46.7	—	—	15
OMA[c]	—	—	7	77.8	2	22.2	—	—	9
Total State	291	32.8	472	53.2	111	12.5	13	1.5	887
Private:									
Tulsa	24	42.9	25	44.6	7	12.5	—	—	56
Ben. Hts.	1	20.0	2	40.0	1	20.0	1	20.0	5
Bethany	4	36.4	7	63.6	—	—	—	—	11
OBU	7	30.4	13	56.5	3	13.1	—	—	23
OCC	2	18.2	9	81.8	—	—	—	—	11
OCU	16	39.0	19	46.4	6	14.6	—	—	41
Phillips	6	27.3	12	54.5	4	18.2	—	—	22
Bacone	—	—	7	63.6	4	36.4	—	—	11
St. Greg.	—	—	1	100.0	—	—	—	—	1
Total Private	60	33.1	95	52.5	25	13.8	1	.6	181
Municipal:									
Altus	—	—	1	100.0	—	—	—	—	1
El Reno	—	—	—	—	—	—	—	—	—
Muskogee	—	—	—	—	2	100.0	—	—	2
Poteau	—	—	—	—	—	—	2	100.0	2
Sayre	—	—	—	—	—	—	—	—	—
Seminole	—	—	—	—	—	—	—	—	—
Total Municipal	—	—	1	20.0	2	40.0	2	40.0	5
GRAND TOTAL	351	32.7	568	52.9	138	12.9	16	1.5	1,073

[a] A recently appointed faculty member is one with five or fewer years of teaching experience at the institution where presently employed.

[b] Includes eight faculty who hold the Educational Specialist degree.

[c] See Table 1 for explanation of individuals included.

Source: *Faculty Characteristics Questionnaire*, Form 5-A.

countered in employing experienced faculty members, college officials consistently mentioned the problem of lack of competitive salaries. Twenty-three college presidents gave this as the single most important reason why they were unable to compete with surrounding states for new teachers. Presidents of private institutions indicated that their relatively inferior salary position was the only serious problem they encountered in employing the kind of faculty members they were seeking. At the public institutions, administrators listed a number of additional factors which were deterrents to faculty recruitment. These factors included relatively heavy teaching loads, inability to pay moving expenses and (at the larger institutions) lack of research opportunities. Table 10 summarizes the opinions of college officials in regard to why it is difficult for their institutions to compete successfully for experienced college faculty members.

Factors Influencing Faculty Decisions

Each of the 1,073 individuals who had five or fewer years of teaching experience at the institution of present employment was asked to indicate the major factors that influenced him in making the decision to accept his present appointment. All but four teachers supplied comments. Their replies, summarized in Table 11, give an indication of the factors which were important in the recruitment of new faculty members in recent years.

Perhaps the most significant observation that can be made from these data is that nearly two-fifths of the recently appointed Oklahoma faculty members gave reasons that did not fit into any common category. Of the three-fifths whose responses could be categorized, the single most important factor that influenced the decision to accept their present appointment was the location of the institution. Fourteen per cent of the recent appointees gave this as the single most important factor that attracted them to their present job. Another seven per cent said the most important factor influencing their decision was, "Nearness to family and relatives." Thus, location of the institution was a major factor that influenced the job choices of more than one-fifth of recent faculty appointments.

Second most frequently given reason was, "Reputation of the department," followed closely by, "Reputation of the institution." In fourth place was the amount of salary that had been offered. Of considerably less importance were such factors as size of the institution, academic rank, staff benefits, and condition of facilities.

Table 10—Difficulties Encountered by 33 Oklahoma College Administrators in the Employment of Qualified New Faculty Members

Major Reason	Number of Replies[a]	
	State	Private & Municipal
Faculty salaries are not competitive	13	10
Teaching load is too heavy	10	1
Inability to pay moving expenses	9	0
Lack of research opportunities	6	2
Inadequate housing in community	4	1
High cost of living in community	4	0
Location of institution	4	2
Inability to provide travel reimbursement for interviews	3	0
Inadequate office space	2	0
Poor facilities	2	0
Fringe benefits are not competitive	2	2
Difficulty in finding qualified personnel	1	0

[a] Totals will not equal the number of institutions because college administrators reported more than one reason.
Source: *Remuneration for Faculty Service,* Form 5-B.

Several considerations should be kept in mind in interpreting the data presented in Table 11. It is important to remember that these reasons were given by individuals who *accepted* the institution's offer of a position. There is no way of knowing how many individuals declined offers to teach in Oklahoma institutions. Interviews with college officials did indicate, however, that for every individual who accepted an appointment there were, on the average, three or four who had declined an offer of the position. In view of the fact that such a large proportion of the faculty members teaching in Oklahoma higher education are graduates of Oklahoma institutions, it is understandable that a large number of teachers were influenced chiefly by the location of the institution. Many of these individuals likely wanted to live in Oklahoma and were willing to make a financial sacrifice in order to do so.

A second consideration that should be remembered in analyzing Table 11 is that the reasons given represented teachers' judgments as to the *single most important reason* for accepting employment. Most of the new appointees indicated that several factors had influenced their choice. Thus, while salary considerations may not have been the single most important factor, they cannot be dismissed as inconsequential.

A third consideration is the probability that certain factors were not reported to be of major importance simply because they were expected by faculty members. For example, many state institutions now provide staff benefits such as social security, retirement programs, sabbatical leaves, and the like. Had such benefits not been available, it is possible that many of the new appointees might have rejected the job offers. While staff benefits probably are not the single most important determiners in job decisions, they may well swing the balance when other factors are nearly equal.

Faculty Rank of Recent Appointments

Of the 1,069 recent faculty appointments listed in Table 11, 21.3 per cent held senior academic rank at the time the data were compiled. More than two-fifths held the rank of instructor, and nearly one-third held the rank of assistant professor. It is evident that new appointments are generally being employed at the junior rank level, which suggests that institutions probably are being judicious in maintaining a reasonable balance between the several academic ranks. This conclusion is supported by data on faculty turnover presented later in the report which reveals that the majority of resignations are occurring among faculty members who hold junior academic rank. It is important that institutions maintain a reasonable balance among the four ranks in order that younger faculty members will have ample opportunity to rise professionally as they are able to demonstrate their competence and worth to the institution.

Summary

Forty-two per cent of the full-time college teachers in Oklahoma have held their present appointment five or fewer years. With the exception of those at universities, recent full-time appointments

Table 11—Percentage Distribution of Recently Appointed Full-Time Faculty By Major Reason Given for Accepting Their Present Appointment, 33 Oklahoma Colleges and Universities, 1961-62 Academic Year[a]

	All Ranks[b]	Professor	Associate Professor	Assistant Professor	Instructor	Other Ranks[c]	No Rank
Location of institution	14.0	3.7	11.5	13.6	16.9	15.7	10.0
Reputation of the department	10.1	8.6	6.1	9.8	12.3	10.6	—
Reputation of institution	8.9	6.2	8.2	4.7	12.5	8.7	10.0
Salary offered	7.3	8.6	9.5	7.9	6.2	5.3	5.0
Nearness to family and relatives	7.0	3.7	4.8	5.7	7.4	15.8	25.0
Research opportunities	6.6	6.2	8.8	10.5	3.1	8.8	5.0
Size of institution	2.9	1.2	1.4	3.1	4.1	—	—
Academic rank offered	1.1	3.7	—	1.6	.6	1.7	—
Type of teaching facilities	1.2	2.5	—	1.3	.9	1.8	5.0
Institutional policy toward outside employment	.8	—	2.0	1.2	.5	—	—
Personal health considerations (including members of family)	.6	—	—	.7	.4	1.7	5.0
Staff benefits (insurance, sabbatical leaves, etc.)	.2	—	—	.3	.2	—	—
Other miscellaneous reasons	39.3	55.6	47.7	39.6	34.9	29.9	35.0
GRAND TOTAL	100.0 N = 1,069	100.0 N = 81	100.0 N = 147	100.0 N = 316	100.0 N = 448	100.0 N = 57	100.0 N = 20

[a] A recently appointed faculty member is one with five or fewer years of teaching experience at the institution where presently employed.

[b] Four faculty members did not respond to this item on the questionnaire.

[c] Includes special ranks not commonly used such as Artist in Residence, Extension Specialist, etc.

generally have lower academic qualifications than the total faculty. This fact suggests a possible lowering in the quality of teaching faculty which should be of great concern to college administrators and others having responsibility for Oklahoma higher education.

While college officials indicated that salary was the single most important factor affecting the recruitment of competent faculty members, recently appointed teachers were apparently concerned about other factors. More important to them were such things as location of the institution, reputation of the department and reputation of the institution. This difference of opinion can be accounted for in part by the fact that many recent faculty appointments in Oklahoma institutions are graduates of Oklahoma colleges. A number of these teachers probably wanted to remain in the state and therefore were willing to take less salary in order to do so.

Part IV—Retaining And Utilizing College Faculties

There is continuous pressure upon college administrators to prevent, or at least minimize, the loss of its top faculty. Any institution with prominent faculty members can expect to experience repeated pressures from other colleges and universities who are also interested in attracting eminent or promising teachers. Inevitably, some of an institution's faculty will be drawn away. The matter of minimizing this loss and finding adequate replacements is a time-consuming task that can occupy a major share of a president's or dean's time.

The retention of a quality faculty is of equal and perhaps even greater concern to an institution than the attraction of capable new teachers. A series of resignations of key faculty members not only results in an immediate loss of talent and service, but can also be detrimental to the morale of the entire faculty. Unless these losses can be replaced, they may ultimately influence the academic standing of the entire institution.

Solutions to faculty turnover problems require an understanding of the reasons faculty members terminate their appointments. The administrative staff must not only be aware of the number of resignations, but also must know what kinds of teachers are leaving, why they are leaving and what effect their loss will have upon the institution. For this reason, special effort was made in this study to evaluate problems related to faculty turnover.

Each faculty member who completed a questionnaire in conjunction with this study was asked to state if he was resigning his position at the end of the 1961-62 academic year. Faculty members completed the questionnaire in early May of 1962, less than two months from the end of the year. Individuals who stated they definitely were resigning their appointments were also asked to comment on their future plans. These data were compiled and analyzed to arrive at estimates of the rate of faculty turnover in Oklahoma colleges and universities, to determine rank and age of resigners and to ascertain their future plans.

Number and Rank of Resigners

There were 247 full-time faculty members, or 9.7 per cent of the total Oklahoma faculty, who stated they were definitely resigning their appointments at the end of the 1961-62 year. Following are the number of individuals who planned to leave and the proportion each group represents of the total full-time faculty who held the same academic rank.

	Total FTE Faculty	Resigners	
		Number	Per Cent
Professors	649	28	4.3
Associate Professors	519	36	6.9
Assistant Professors	583	56	9.6
Instructors	652	106	16.3
Others	143	21	14.7
TOTALS	2,546	247	(9.7)

Of the 247 resigning faculty members, 28 individuals held the rank of professor and only 36 held the rank of associate professor. Assuming that the more experienced faculty members hold the

Table 12—Number of Full-Time Faculty Who Planned to Resign or Retire at the End of the 1961-62 Fiscal Year, by Academic Rank, 33 Oklahoma Colleges and Universities

Institution	Resigners[a]		Professor	Associate Professor	Assistant Professor	Instructor	Other Ranks[b]	No Rank
	No.	Pct. of Total Faculty						
State:								
OU	64	12.4	9	13	9	22	11	—
OSU	67	9.9	5	6	21	31	3	1
CSC	14	9.7	1	1	5	5	2	—
ECSC	6	8.2	3	1	—	2	—	—
NESC	5	5.6	2	—	1	2	—	—
NWSC	4	7.5	—	—	1	3	—	—
SESC	4	5.3	—	—	1	3	—	—
SWSC	8	9.2	—	1	2	5	—	—
OCW	3	6.1	1	—	1	1	—	—
PAMC	3	6.3	1	1	—	1	—	—
LU	6	12.0	1	—	3	2	—	—
Cameron	3	6.3	—	—	—	2	1	—
Connors	1	4.3	—	—	—	1	—	—
Eastern	1	2.9	—	—	—	1	—	—
Murray	3	12.0	—	—	—	3	—	—
NEOAMC	3	7.3	—	—	—	3	—	—
NOJC	2	6.7	—	—	—	2	—	—
OMA	—	—	—	—	—	—	—	—
Total State	197	9.5	23	23	44	89	17	1
Private:								
Tulsa	17	10.4	2	5	4	5	1	—
Ben. Hts.	2	22.2	—	1	—	1	—	—
Bethany	2	5.4	—	1	1	—	—	—
OBU	4	7.3	1	—	2	1	—	—
OCC	2	11.1	—	—	—	2	—	—
OCU	12	14.8	—	5	2	4	1	—
Phillips	8	13.3	2	1	3	1	—	1
Bacone	2	10.5	—	—	—	2	—	—
St. Greg.	—	—	—	—	—	—	—	—
Total Private	49	10.9	5	13	12	16	2	1
Municipal:								
Altus	—	—	—	—	—	—	—	—
El Reno	—	—	—	—	—	—	—	—
Muskogee	1	25.0	—	—	—	1	—	—
Poteau	—	—	—	—	—	—	—	—
Sayre	—	—	—	—	—	—	—	—
Seminole	—	—	—	—	—	—	—	—
Total Municipal	1	5.3	—	—	—	1	—	—
GRAND TOTAL	247	9.7	28	36	56	106	19	2

[a] As of May, 1962.

[b] Includes special ranks not commonly used such as Artist inresidence, Extension Specialist, etc.

Source: *Faculty Characteristics Questionnaire,* Form 5-A.

Table 13—Age of Full-Time Faculty Who Planned to Resign or Retire At the End of the 1961-62 Academic Year by Type of Institution

Age Group	State Institutions		Private Institutions		Municipal Institutions		All Institutions	
	Number	Cum. %	Number	Cum. %	Number	Cum. %	Number	Cum. %
20 - 24	13	6.6	—	—	—	—	13	5.3
25 - 29	34	23.9	8	16.3	—	—	42	22.3
30 - 34	47	47.7	15	46.9	—	—	62	47.4
35 - 39	25	60.4	5	57.1	1	—[a]	31	59.9
40 - 44	19	70.1	6	69.4	—	—	25	70.0
45 - 49	17	78.7	2	73.5	—	—	19	77.7
50 - 54	5	81.2	2	77.6	—	—	7	80.6
55 - 59	5	83.8	2	81.6	—	—	7	83.4
60 - 64	1	84.3	1	83.7	—	—	2	84.2
65 - 69	24	96.4	6	95.9	—	—	30	96.4
70 & Over	7	100.0	2	100.0	—	—	9	100.0
TOTALS	197		49		1	—	247	

[a] The number of cases is too small to calculate the cumulative per cent.

Source: *Faculty Characteristics Questionnaire,* Form 5-A.

	Median Age
State Institutions	35.4
Private Institutions	36.0
All Institutions	35.5

senior academic ranks, it appears that the majority of recent resigners were individuals who were just beginning or were at an early stage in their academic careers. It seems reasonable to conclude that many of the resigners who held junior academic rank were individuals seeking positions with higher pay or greater academic status. This is to be expected and should be no cause for great concern.

It was pointed out earlier in this report that during the next several years Oklahoma institutions might expect to lose up to one-fourth of their most experienced faculty members through retirement. When this occurs, college officials will face the difficult problem of finding replacements of equal competence. It would be most unfortunate, therefore, if the resignations occuring among junior faculty members are individuals who possess the greatest potential for replacing retiring faculty members of senior rank.

It will be much less difficult for institutions to retain capable young teachers and develop them for promotion into the senior academic ranks than it will be to attract outstanding faculty members from other institutions. The attraction of outstanding teachers, already a problem, will be doubly difficult in the years ahead. It is none too soon for Oklahoma institutions to begin to plan for the replacement of senior faculty members who are resigning and to make a concerted effort to retain the more able and promising teachers.

Table 12 presents a distribution of the number of faculty resignations and retirements at each Oklahoma college and university in May of 1962. It is possible that a few individuals who had resigned were induced to change their mind and remain at the institution. It is equally possible that a few teachers who in May planned to remain at the institution, later changed their minds and resigned. The incidence of change in plans after May was not likely to be high, however, and it is logical to conclude that the data on faculty resignations are reasonably accurate.

A study of Table 12 reveals that the per cent of turnover varies widely among institutions and among types of institutions. At institutions in the State System, the rate of turnover for 1961-62 ranged from zero at Oklahoma Military Academy to 12.4 per cent at the University of Oklahoma. At private institutions, the range was from zero at St. Gregory's College to 22.2 per cent at Benedictine Heights College. The high turnover at Benedictine Heights is undoubtedly due to the drop in enrolments at that institution between 1960 and 1961. In the fall of 1960, there were 249 students enrolled at this institution; by fall of 1961, enrollments had dropped to 26 students. Excluding this institution, the highest faculty turnover among private institutions during the 1960-61 year occurred at Oklahoma City University, which experienced a 14.8 per cent faculty loss. The average turnover for the entire state was 9.7 per cent.

While there is no way of accurately determining if data for the one year are representative of other recent years, figures on the number of new teachers appointed during the preceding five-year period support the conclusion that for the past several years, the annual rate of faculty turnover in Oklahoma colleges and universities has been between 9 and 10 per cent.

Age of Resigners

Table 13 presents a frequency distribution of the 247 resigners according to age intervals of five years. These data tend to support an earlier conclusion that the majority of teachers who resigned their appointments at the end of the 1961-62 year were individuals who were just beginning or were at an early stage in their college teaching career.

The median age of 247 faculty members who left state institutions at the end of 1961-62 was 35.4 years, and at private institutions it was 36 years. Nearly three-fourths of these individuals were under 45 years of age. Thirty-nine of the 247 resigners, or 15.8 per cent, were 65 years of age or older. Most, if not all, of these individuals were retiring from the teaching profession. Excluding these individuals, the median age of resigning faculty members was 31.4 years. The median age of all full-time faculty during the same years was 44.3 years.

Future Plans of Resigners

Faculty turnover is sometimes referred to rather facetiously as an annual game of "musical chairs" with teachers exchanging positions, each hoping to improve his economic or academic status in the process. It is argued, with some merit, that institutional figures of faculty resignations tend to result in misleading estimates of teacher shortages since most of the faculty members remain in teaching.

However, faculty resignations are a very real problem to the individual college administrator who must not only devote considerable time to replacing those who leave, but must also face the prospect of a lowering of the quality of his staff unless replacements of equal or greater competence can be found. A second factor that must be considered is the relative ability of an individual state to compete favorably with other states for college teachers. As faculty shortages become more acute, interstate competition for new and experienced college teachers can be expected to become even more keen.

The obvious solution to the problem of faculty turnover is to prevent, or at least minimize, the original loss. Such a solution depends upon an understanding of the reasons faculty members resign as well as the attractions which other positions may have. Because of the limits imposed by the scope of the Oklahoma self-study, as well as the deadlines adopted, it was not feasible to undertake an exhaustive analysis of the reasons for faculty turnover. Such a study would have involved the use of sophisticated sampling procedures and methods of data collection that are extremely time consuming. Therefore, this analysis was limited to the collection of general information about future plans of resigning faculty members with the thought that such information might provide some insight into factors that affect teacher turnover. It is hoped that this study will serve as a stimulus for more intensive institutional studies of factors that affect faculty mobility. Such studies should include not only those who resign, but also prospective faculty members who declined invitations to join an institution's staff.

The data in Table 14 indicate that a majority of those who resigned or retired in the spring of 1962 are temporarily (and possibly permanently) lost to Oklahoma higher education. More than one-fifth of the resigning faculty stated they planned to enroll in college for additional study. Most of these individuals will likely return to college teaching; some will take teaching positions in Oklahoma colleges and universities. It is evident, however, that the additional education these experienced teachers will obtain will also make them choice candidates for vacancies in institutions outside Oklahoma.

More than one-fourth of the 247 faculty members who left stated they had already accepted a position in a college outside Oklahoma. Fourteen per cent were retiring, and another seven per cent were leaving the teaching profession to accept positions in business and industry. This loss of teachers to Oklahoma higher education indicates that the problem of finding replacements is fully as great and perhaps even greater than the problem of recruiting additional faculty to provide for enrollment increases.

Table 14—Future Plans of 247 Full-Time Oklahoma Faculty Members Who Planned to Resign or Retire at the End of the 1961-62 Academic Year

Future Plans	Total		State Institutions		Private Institutions		Municipal Institutions	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.[a]
Enroll in college for advanced study	55	22.3	43	22.0	11	22.9	1	—
Accept a teaching or administrative position in another college outside Oklahomt	51	20.6	42	21.4	9	18.8	—	—
Retire	37	15.0	30	15.3	7	14.5	—	—
Accept a position in business or industry	18	7.3	13	6.6	5	10.4	—	—
Undecided about future plans	18	7.3	13	6.6	5	10.4	—	—
Accept a teaching or administrative position in another college in Oklahoma	10	4.0	9	4.6	1	2.1	—	—
Miscellaneous responses	58	23.5	46	23.5	10	20.9	2	—
TOTAL	247	100.0	196	100.0	48	100.0	3	—

[a] Percentages were not computed because of the small number of individuals involved.

Table 15—Projected New Full-Time Faculty Needed to Replace Annual Faculty Resignations And Retirements, and to Provide for Enrollment Increases, 1966 to 1975, 33 Oklahoma Colleges and Universities

Academic Year	Projected College Enrollments		Projected Full-Time Faculty Needs		Projected Annual Replacement Needs[b]	Projected Annual Replacement & New Faculty Needs
	Total	Annual Increase	Additional Annual Needs[a]	Total		
1961-62[c]	60,034			2,548		
1962-63	62,432	2,398	120	2,668	240	360
1963-64	63,666	1,234	62	2,730	240	302
1964-65	66,427	2,761	138	2,868	245	383
1965-66	71,518	5,091	255	3,123	258	513
1966-67	74,061	2,543	127	3,250	281	408
1967-68	76,411	2,350	118	3,368	293	411
1968-69	78,101	1,690	84	3,452	303	387
1969-70	79,192	1,091	55	3,507	311	366
1970-71	80,560	1,368	68	3,575	316	384
1971-72	83,032	2,472	124	3,699	322	446
1972-73	85,915	2,883	144	3,843	333	477
1973-74	88,363	2,448	122	3,965	346	468
1974-75	90,092	1,729	86	4,051	357	443
1975-76	91,025	933	47	4,098	365	412
Totals		30,991	1,550		4,210	5,760

[a] Projection is based on a student-faculty ratio of 20:1.
[b] Projection is based on an estimated annual faculty turnover of 9 per cent.
[c] Actual.

Projected Oklahoma Faculty Needs

The number of college teachers that will be needed in the years ahead obviously must be speculative since it is related to a number of factors that cannot be precisely determined. These factors include the number of students that will be enrolled, student-faculty ratios, faculty turnover, and the type of educational program to be provided. However, reasonable approximations of future faculty needs can be made with the use of historical data on enrollment trends and faculty turnover.

Table 15 presents an estimate of full-time college faculty needs in Oklahoma between the present and 1975. These estimates are based on projected higher education enrollments in Oklahoma and faculty resignation rates reported earlier in this report. The projection in Table 15 assumes a student-faculty ratio of 20 students per faculty member. No allowance was made in this projection for possible future expansion of educational programs, although it is reasonable to assume that this factor might significantly modify future faculty needs. The tremendous expansion of knowledge in recent years requires that colleges, if they are to keep pace, continue to broaden and expand their educational offerings.

Between the present and 1975, it is estimated that Oklahoma institutions will need to increase the number of full-time faculty members by at least 60 per cent. The number of full-time faculty needed to provide for increasing enrollments between the present and 1975 is approximately 1,550. In addition, Oklahoma colleges and universities must find 350 to replace those expected to retire (60 years of age and over referred to earlier in this report) and 3,860 who will leave Oklahoma for more lucrative teaching jobs, for positions in business and industry, and for other reasons.

The total need in Oklahoma for 5,760 new teachers in the next dozen years may not be as serious as it would appear on the surface, particularly if Oklahoma can maintain a salary structure that is competitive with surrounding states. If it does not, however, Oklahoma institutions will be hard pressed to locate the number of new faculty members and replacements that will be needed.

Better Utilization of College Teaching Resources

It has already been pointed out that in the next 10 to 15 years, as a consequence of increased enrollments, colleges and universities across the nation will face a serious shortage of teachers. While the dimensions of the problem are difficult to estimate precisely, there is sufficient evidence at hand to make it clear that they will be great. The children who will reach college age in 1975 have already been born, and we know that in 1975 there will be some 18 million young people of college age in the nation as against 9 million today (1962).

The prospect of meeting this need with qualified teachers appears to be dim. The shortage of good faculty members has already begun to be reported, although higher education enrollments are still far from expected maximum levels. Anticipating this situation, a number of colleges and universities across the nation have been experimenting with a number of new approaches which may enable institutions to more effectively utilize faculty resources. Several of these experiments, while not fully explored, have shown promising results. The following resume of recent experiments is not intended to be exhaustive, but merely to summarize several of the more promising approaches to improved utilization of college faculties.

1. *Larger classes.*—Probably the most extensive and carefully controlled research on the improvement of faculty utilization has been the effect of class size on learning. While the issue of class size is far from settled, reviews of the research indicate that students in large classes learn at least as much as students in small classes.[11]

Several Oklahoma institutions are currently experimenting with the use of large lecture classes which are taught by a professor, with smaller discussion sections taught either by instructors or graduate assistants. Classes of 150 to 200 students are no longer uncommon in some courses.

2. *Non-teaching loads.*—Experiments with increased class size usually are also concerned with the arrangements by which faculty members who

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[11] Allen O. Pfinster, "Review of Research on Class Size." *Annual Conference on Higher Education in Michigan*, November, 1959, Ann Arbor, Michigan, pp. 17-25.

are teaching more students than normal can be relieved of non-teaching responsibilities. By relieving teachers of such responsibilities as advising students and semi-administrative duties that can be handled by non-professional employees, more effective use can be made of teacher resources.

3. *Non-professional assistants.*—It has long been customary for graduate students to be used as assistants to faculty members in a variety of ways, even including some teaching. Too often these graduate students have not been given the necessary supervision to assure high quality instruction, and undergraduate students in universities have sometimes been educationally shortchanged as a consequence. Recent experiments suggest a variety of ways in which the use of undergraduate student assistants and non-professional persons in the community can be used to relieve teachers of burdensome and time-consuming activities such as compiling library lists, setting up laboratory experiments and restoring the classroom to order afterwards, and assisting faculty members with departmental research. Two issues in this connection are identifying ways in which non-professional assistants can help the faculty without diluting the quality of the instruction and making more effective utilization of the professional faculty member's time as a result of such assistance.

4. *Unnecessary duplication and overlapping.*—The rapid expansion of college curricula has long been a subject of concern to college administrators and boards of regents as well as to legislators and other officials concerned with efficiency and economy in higher education. Steps have often been proposed to 'streamline" the curriculum, but faculties have been inclined to resist any major reorganization.

It is obvious that faculty time can be put to better advantage if unnecessary courses of study are eliminated. It is often difficult to determine which courses are unnecessary and to maintain a streamlined curriculum which is sufficiently flexible to satisfy legitimate needs of students. In the interest of using faculties to the best advantage, however, continuous planning and experimentation should be undertaken by the faculty to eliminate undesirable proliferation and unnecessary course duplication.

5. *Improving class scheduling.*—Recent research on faculty work loads and credit-hour costs have pointed up the need for continued improvement in scheduling practices as an important means of more effectively utilizing faculty time. The existence of a high proportion of small classes can greatly reduce faculty productivity. A class of six or eight students requires nearly as much faculty time as a class with an enrollment of twenty to thirty. Of course, a certain number of small classes will always be necessary, particularly at the graduate level of instruction. It should be pointed out, however, that continued scheduling of a high proportion of unnecessarily small classes constitutes a major drain on faculty resources.

6. *Mechanical and electronic teaching devices.*—Considerable research has been completed and some experimentation is under way on the use of open and closed circuit television to extend the influence of superior teachers. Electrical devices are now in use in many language laboratories which enable the teacher not only to improve the quality of instruction, but also to teach larger numbers of students. Electronic data processing equipment has been found helpful not only in research, but also in the measurement and evaluation of students. Exploration into the possible use of these and other similar devices should not be overlooked in improving the use of the teachers' time.

7. *Independent study.*—A number of institutions are now experimenting with the feasibility of placing greater responsibility on students for their own education. While this is not a new idea, it appears probable that larger numbers of students can successfully undertake independent study than have previously been allowed to attempt it, and possibly such study can be undertaken at a much earlier stage in the student's academic career. Preliminary experimentation suggests that through the use of carefully prepared syllabi, special instruction in the use of library, and occasional seminars, the student's work can be as fruitful as under the conventional method of instruction.

Summary

In the face of mounting needs for qualified teaching personnel, Oklahoma institutions will likely face a serious problem with respect to faculty recruitment in the years ahead. This problem will be especially critical if the state does not maintain a competitive position with other states in regard to salaries and other factors that affect faculty supply and demand. Even so, it is likely that the supply of good teachers will not keep pace with demand.

Oklahoma institutions should give careful consideration to the retention of young faculty members who demonstrate high academic promise. Continuing analysis of scheduling practices should be undertaken in order to maximize the utilization of faculty resources. Experiments with increased class size and other approaches for improving the utilization of faculty resources should be stepped up. The growing shortage of capable college teachers is both a challenge and an opportunity for the profession to find more effective ways of educating students.

Part V—Remuneration Of Faculty And Administrative Personnel

Expenditures for salaries constitute the largest single recurring cost of educational institutions. In the 1961-62 fiscal year, all Oklahoma institutions of higher education spent $21.5 millions for salaries of professional employees, not including expenditures for social security and other staff benefits which were approximately $1 million. These expenditures for professional salaries represented about 55 per cent of the total educational and general budget for that fiscal year.

For an institution to compete favorably with other colleges and universities for teachers of recognized competence, they generally must be able to pay competitive salaries. It is true, of course, that some colleges are successful in attracting and retaining outstanding teachers in spite of an inadequate salary structure by providing other inducements such as low teaching loads, opportunities for research and professional development, and attractive teaching environments. In general, however, there is a high, positive correlation between faculty salary and the employment and retention of a high calibre faculty. For this reason, major emphasis in this part of the study has been placed on the analysis of comparative salary data.

Salary data presented in this report were obtained from the questionnaire, *Remuneration for Faculty Services, (Form 5-B)*, a reporting form designed especially for this analysis. In order that accurate and meaningful comparisons could be made with regional and national salary data, the questionnaire form, instructions and definitions of terms used closely paralleled those developed by the U. S. Office of Education in compiling annual statistics on faculty and administrative salaries.

It is important that the following explanatory comments be kept in mind in interpreting salary data presented herein.

1. All salaries of instructional personnel are reported as 9-10 month salaries or 11-12 month salaries, depending upon the teacher's contractual relationship with the institution at the time the questionnaire was completed. (Two institutions — OSU and PAMC — reported a majority of faculty members on an 11-12 month basis.)
2. All salaries of administrative personnel are reported for an 11-12 month period.
3. Only full-time faculty members are included in salary distributions. Since part-time faculty salaries are not included, salary data herein may vary somewhat from other salary data compiled on the basis of full-time-equivalent faculty.
4. The number of full-time faculty members reported in tables showing average salaries may vary somewhat from the number reported in preceding tables because of differences in definitions as well as differences in source of information.
5. Salary data are for the 1961-62 fiscal year. Staff benefits as well as income from extra teaching assignments and approved non-institutional employment are separately reported.

Oklahoma Faculty Salaries

Tables 16 through 19 report average salaries of full-time faculty members in Oklahoma colleges and universities during the 1961-62 fiscal year. Tables 16 and 17 present salary averages, by academic rank, for each of the institutions participating in the salary analysis. Tables 18 and 19 analyze salary data by type of institution, and show the range of faculty salaries for each academic rank as well as average salaries.

In publicly controlled Oklahoma institutions, 1961-62 mean salaries for full-time faculty employed on a 9-10 month basis ranged from $5,885 at public two-year institutions to $7,283 at state universities. At private institutions 9-10 month salary averages ranged from $4,873 at two-year institutions to $7,287 at the one university.

Figure 8 presents a graphic comparison of 9-10 month salaries between four-year institutions and universities, and between public and private institutions. Perhaps the most startling fact revealed by Figure 8 is the extent to which faculty salaries at private institutions lag behind salaries at the

Table 16—Average 9-10 Month Salaries Paid Full-Time Faculty, by Academic Rank, 25 Oklahoma Colleges and Universities, 1961-62 Fiscal Year[a]

	Academic Rank[b]								Average Four Ranks
	Professor		Associate Professor		Assistant Professor		Instructor		
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	
State:									
OU	148	$9,285	96	$7,481	64	$6,357	65	$5,081[c]	$7,586
OSU[d]	19	9,594	21	7,221	65	6,483	48	5,122	6,544
CSC	16	7,722	15	7,142	45	6,640	49	5,778	6,501
ECSC	21	7,290	12	6,996	18	6,339	11	5,480	6,635
NESC	14	8,104	22	7,495	31	6,745	13	5,951	7,060
NWSC	10	7,981	15	6,989	9	6,335	13	5,921	6,779
SESC	12	7,100	21	6,600	16	6,244	19	5,621	6,330
SWSC	15	8,333	18	6,900	19	6,339	19	5,446	6,664
OCW	14	6,993	8	6,312	10	5,860	8	5,500	6,275
PAMC[d]	2	6,350	5	6,260	3	6,333	10	5,700	6,000
LU	6	7,215	2	6,795	10	5,799	13	4,860	5,744
Cameron	—	—	—	—	—	—	41	5,935	5,935
Connors	—	—	—	—	—	—	20	5,600	5,600
Eastern	—	—	—	—	—	—	21	5,450	5,450
Murray	—	—	—	—	—	—	18	5,880	5,880
NEOAMC	—	—	—	—	—	—	33	6,000	6,000
NOJC	—	—	—	—	—	—	24	5,624	5,624
OMA	—	—	—	—	—	—	21	6,619	6,619
Private:									
Tulsa	39	8,643	29	7,484	44	6,607	15	5,370	7,287
Bethany	15	6,003	11	5,310	15	4,860	2	4,235	5,345
OBU	12	7,233	12	6,217	28	5,325	5	4,220	5,818
OCC	—	—	2	5,417	7	4,861	6	3,929	4,562
OCU	10	5,801	13	4,832	14	4,542	10	4,382	4,856
Phillips	14	7,284	26	6,250	23	5,085	4	4,300	5,950
Bacone	—	—	—	—	—	—	14	5,000	5,000

[a] Municipal junior colleges have been excluded from all tables that present salary data because the number of full-time college faculty in such institutions is too small to calculate meaningful averages. Benedictine Heights College and St. Gregory's College have also been excluded because faculty salaries reported by these institutions are estimates of the value of contributed services.

[b] Total number of faculty will not be identical to totals reported in preceding tables because administrative staff with academic rank are excluded; also excluded are academic deans, faculty on leave status, faculty who devote full time to research, and all part-time faculty.

[c] Includes one faculty member with the rank of lecturer.

[d] Salaries for a majority of faculty members at this institution are included in the 11-12 month salary analysis, Table 17.

public four-year institutions. Even though public college salaries in Oklahoma are well below regional salary averages, private institutions in the state lag nearly $1,000 behind the public colleges. These data tend to validate statements made by presidents of private colleges in Oklahoma that their single most important problem in recruiting new faculty members is lack of competitive salaries.

In comparing the data in Tables 16 and 17, it is important to relate salary averages to data on faculty teaching loads reported earlier in this study. An institution which chooses to maintain a high student-faculty ratio and thus employs fewer teachers obviously will be able to pay comparatively high faculty salaries. Conversely, an institution that maintains unusually low faculty teaching loads must employ more teachers and therefore will likely have lower average salaries. Governing boards of state institutions in Oklahoma have wide latitude with regard to the determination of teaching loads, number of teachers employed and faculty salaries. The data reflect that there is considerable variation among institutions of similar type with respect to policy on this. Therefore, analyses of faculty averages may be misleading unless they are related to institutional policies regarding faculty teaching loads. As the method of distributing state appropriations now operates, institutions of like type (i.e., universities, four-year colleges, and two-year colleges) should be able to maintain similar faculty salary averages. Salary differences among institutions therefore are due in part to policy decisions of the governing boards.

Table 17—Average 11-12 Month Salaries Paid Full-Time Faculty, by Academic Rank, 25 Oklahoma Colleges and Universities, 1961-62 Fiscal Year[a]

	Academic Rank								Average Four Ranks
	Professor		Associate Professor		Assistant Professor		Instructor		
Institution	No.	Amount	No.	Amount	No.	Amount	No.	Amount	
State:									
OU	15	$10,653	15	$8,618	17	$6,860	11	$5,983[b]	$8,129
OSU	151	11,687	112	9,239	122	7,948	48	6,733	9,451
CSC	—	—	—	—	—	—	—	—	—
ECSC	—	—	—	—	—	—	—	—	—
NESC	2	9,850	1	9,660	2	8,850	—	—	9,412
NWSC	—	—	2	8,386	—	—	1	6,768	7,846
SESC	—	—	—	—	—	—	—	—	—
SWSC	—	—	4	7,651	1	7,500	2	6,000	7,158
OCW	1	8,100	—	—	—	—	—	—	8,100
PAMC	11	7,855	4	7,250	3	7,167	4	6,900	7,478
LU	5	7,736	4	7,046	3	7,000	2	6,420	7,193
Cameron	—	—	—	—	—	—	7	8,019	8,019
Connors	—	—	—	—	—	—	—	—	—
Eastern	—	—	—	—	—	—	10	6,740	6,740
Murray	—	—	—	—	—	—	2	6,620	6,620
NEOAMC	—	—	—	—	—	—	—	—	—
NOJC	—	—	—	—	—	—	1	6,500	6,500
OMA	—	—	—	—	—	—	—	—	—
Private:									
Tulsa	4	10,770	2	7,950	1	7,140	—	—	9,446
Bethany	2	7,770	—	—	1	6,420	—	—	7,320
OBU	—	—	—	—	—	—	—	—	—
OCC	—	—	—	—	—	—	—	—	—
OCU	4	13,705	4	8,400	2	6,800	4	5,300	8,801
Phillips	—	—	—	—	—	—	—	—	—
Bacone	—	—	—	—	—	—	—	—	—

[a] Excludes municipal junior colleges, Benedictine Heights College, and St. Gregory's College. See Table 16 for detailed explanation.

[b] Includes one faculty member with rank of lecturer.

Table 18—Average 9-10 Month Salaries of Academic Deans and Full-Time Teaching Faculty, By Type of Institution, 25 Oklahoma Colleges and Universities, 1961-62 Fiscal Year

	State			Private[a]		
	Universities	4-Year	2-Year	Universities	4-Year	2-Year
Academic Deans						
Number: Institutions	—	3	—	—	1	—
Individuals	—	4	—	—	3	—
Highest	—	$9,600	—	—	$9,000	—
Lowest	—	8,100	—	—	8,200	—
Average	—	8,875	—	—	8,466	—
Professors						
Number: Institutions	2	9	—	1	4	—
Individuals	167	110	—	39	51	—
Highest	$14,400	$8,900	—	$11,070	$8,500	—
Lowest	6,672	5,790	—	6,345	6,275	—
Average	9,320	7,581	—	8,643	6,604	—
Associate Professors						
Number: Institutions	2	9	—	1	5	—
Individuals	117	118	—	29	64	—
Highest	$12,500	$8,580	—	$9,090	$7,500	—
Lowest	5,400	5,400	—	5,490	5,550	—
Average	7,434	6,941	—	7,484	5,768	—
Assistant Professors						
Number: Institutions	2	9	—	1	5	—
Individuals	129	161	—	44	87	—
Highest	$9,250	$7,700	—	$8,235	$6,600	—
Lowest	4,980	4,800	—	5,355	4,590	—
Average	6,420	6,428	—	6,607	5,018	—
Instructors						
Number: Institutions	2	9	7	1	5	2
Individuals	113[b]	155	178	15	27	16
Highest	$7,536	$7,100	$8,375	$6,300	$5,600	$5,300
Lowest	3,624	4,250	4,500	4,050	4,250	3,664
Average	5,098	5,627	5,885	5,370	4,228	4,873
Four Faculty Ranks Combined						
Number: Institutions	2	9	7	1	5	2
Individuals	526	544	178	127	229	16
Average	$7,283	$6,544	$5,885	$7,287	$5,488	$4,873

[a] Excludes municipal junior colleges, Benedictine Heights College, and St. Gregory's College. See Table 16 for detailed explanation.

[b] Includes one lecturer.

Table 19—Average 11-12 Month Salaries of Academic Deans and Full-Time Teaching Faculty, By Type of Institution, 25 Oklahoma Colleges and Universities, 1961-62 Fiscal Year

	State			Private[a]		
	Universities	4-Year	2-Year	Universities	4-Year	2-Year
Academic Deans						
Number: Institutions	2	7	7	1	4	1
Individuals	16	7	7	6	6	1
Highest	$19,000	$11,016	$10,000	$16,500	$9,500	—
Lowest	11,700	8,400	7,500	11,040	6,825	—
Average	15,502	10,048	8,516	13,150	8,131	$7,350
Professors						
Number: Institutions	2	4	—	1	2	—
Individuals	166	19	—	4	6	—
Highest	$16,600	$10,000	—	$13,500	$16,000	—
Lowest	5,670	6,500	—	9,120	7,200	—
Average	11,594	8,047	—	10,770	11,727	—
Associate Professors						
Number: Institutions	2	5	—	1	1	—
Individuals	127	15	—	2	4	—
Highest	$16,600	$9,660	—	$8,400	$11,500	—
Lowest	5,670	6,420	—	7,500	6,000	—
Average	9,166	7,615	—	7,950	8,400	—
Assistant Professors						
Number: Institutions	2	4	—	1	2	—
Individuals	139	9	—	1	3	—
Highest	$11,020	$9,300	—	$7,140	$8,000	—
Lowest	5,520	6,180	—	7,140	5,600	—
Average	7,815	7,522	—	7,140	6,673	—
Instructors						
Number: Institutions	2	4	4	—	1	1
Individuals	59[b]	9	20	—	4	1
Highest	$12,420	$7,800	$10,200	—	$6,500	—
Lowest	4,200	5,500	5,800	—	4,700	—
Average	6,602	6,579	7,164	—	5,300	$5,500
Four Faculty Ranks Combined						
Number: Institutions	2	5	4	1	2	1
Individuals	491	52	20	7	17	1
Average	$9,296	$7,577	$7,164	$9,446	$8,540	$5,500

[a] Excludes municipal junior colleges, Benedictine Heights College, and St. Gregory's College. See Table 16 for detailed explanation.

[b] Includes one lecturer.

A major point of concern should be the limited range which now exists between average salaries of the lower and average salaries of the higher academic ranks. At state universities, the average salary of instructors in 1961-62 was $5,098; the average for professors was $9,320. At four-year state colleges the average salary for instructors was $5,627 and for professors it was $7,581. Although the picture appears somewhat brighter when viewed in terms of individual salaries (lowest to highest), there is evidence that there is insufficient differentiation between salaries paid the less experienced faculty and those paid the more experienced teachers.

Regional and National Comparisons

The importance of maintaining competitive higher education faculty salaries in Oklahoma has already been pointed out. As the faculty shortage becomes more critical, states that maintain a favorable salary structure will have less difficulty in recruiting and holding competent teachers than will those who do not keep pace with rising salaries.

In order to compare public higher education faculty salaries in Oklahoma with those in other states that compete with Oklahoma for college teachers, data were obtained on public colleges in nine selected states. The states selected were Arizona, Arkansas, Colorado, Iowa, Kansas, Missouri, Nebraska, New Mexico, and Texas. These states include those in the Big-Eight Conference (of which Oklahoma's two state universities are members) and the ones which are contiguous to Oklahoma. Also, Arizona was included as this southwestern state is a strong competitor of Oklahoma for college faculties. A graphic presentation of the nine states selected for comparative purposes may be viewed in Figure 9 on the following page.

Salary data reported in Figure 9 and Table 20 were obtained from the Business Administration Section of the Office of Education, U. S. Department of Health, Education and Welfare, Washington, D. C. These data were reported to the Office of Education during 1961-62 in conjunction with that agency's annual study, *Higher Education Planning and Management Data.*

Figure 8—Average Salary Comparisons of 9-10 Month Full-Time Faculty in Oklahoma Colleges, By Type of Institution, 1961-62 Fiscal Year

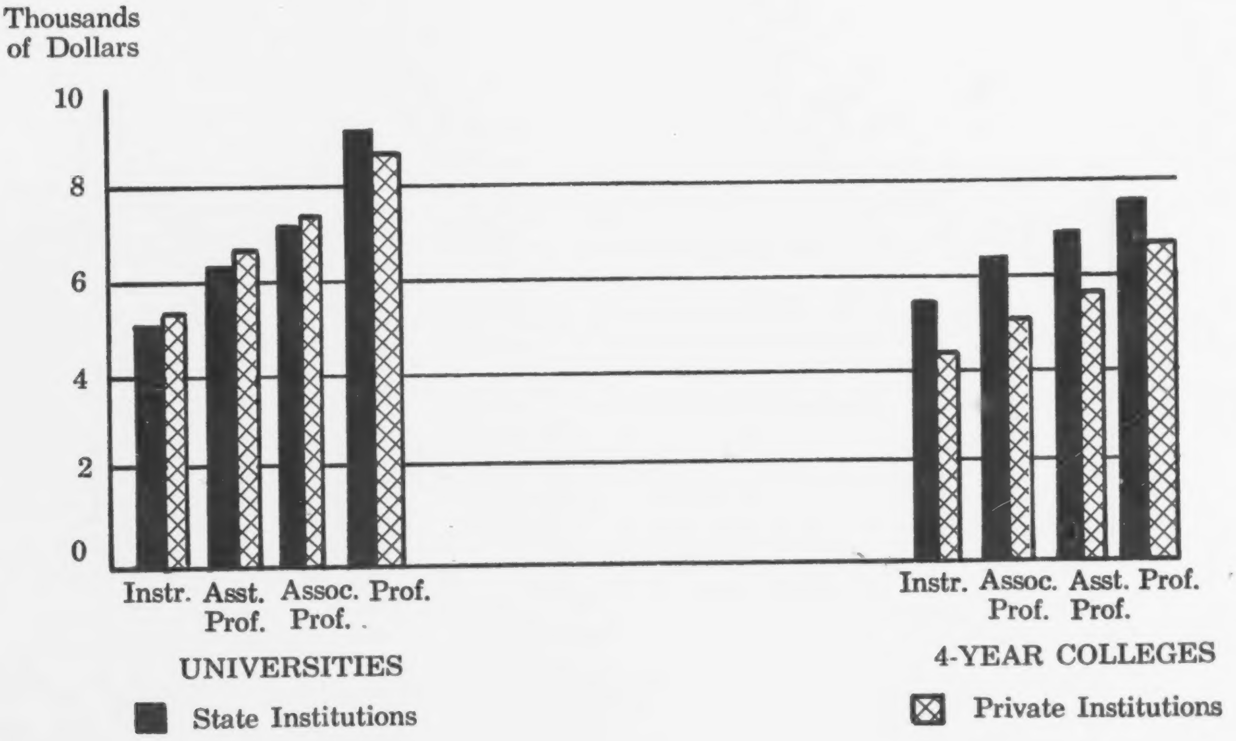
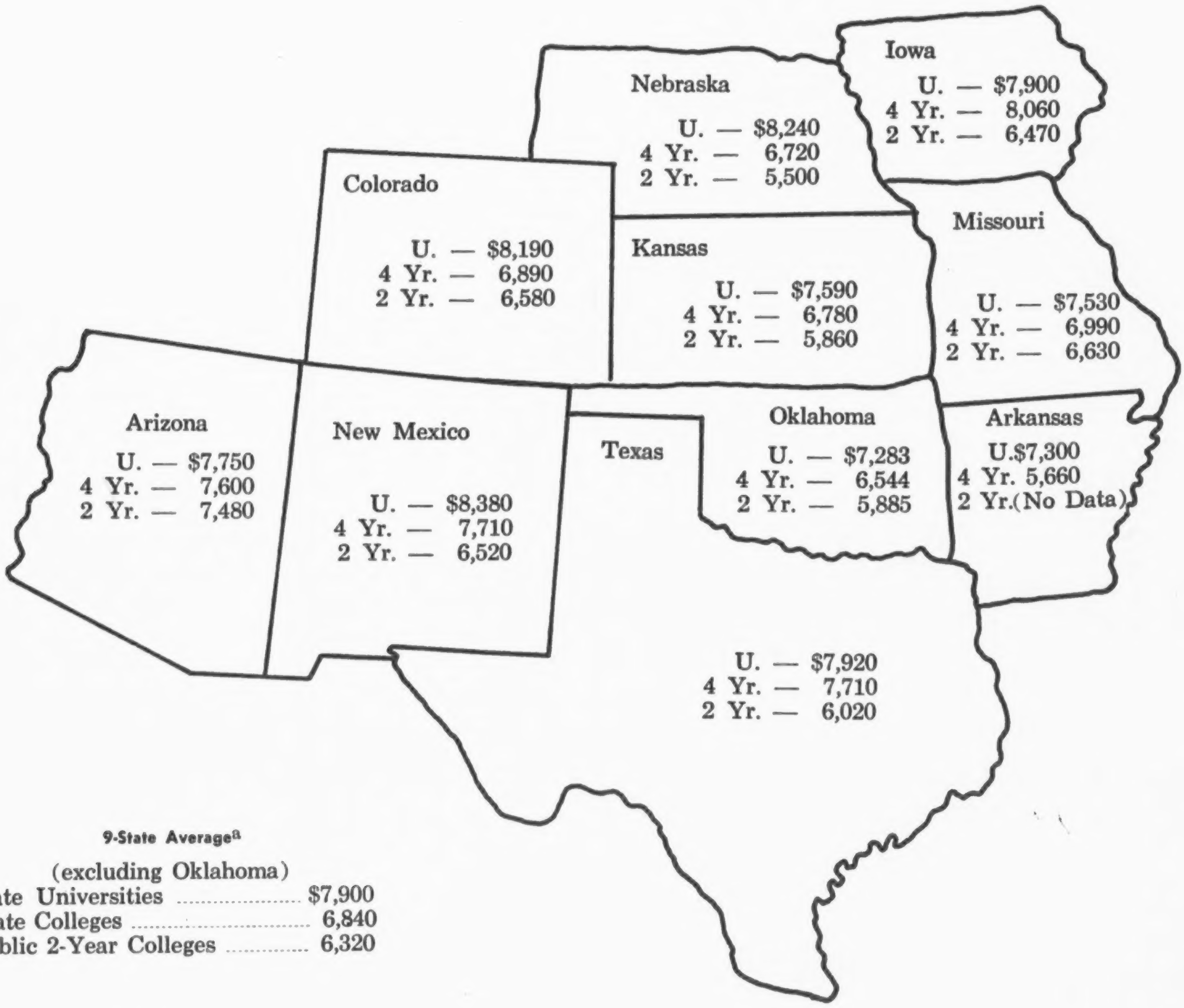


Figure 9—Average 9-10 Month Faculty Salaries in Public Institutions, Oklahoma and 9 Selected States, 1961 - 62 Fiscal Year



9-State Average[a]

(excluding Oklahoma)

State Universities	$7,900
State Colleges	6,840
Public 2-Year Colleges	6,320

U. S. Averages

State Universities[b]	$8,343
State Colleges[b]	7,615
Public 2-Year Colleges[a]	6,730

[a] Preliminary release, *Higher Education Salaries*, 1961-62, U. S. Office of Education.

[b] Compiled from Table 3, *Salaries Paid and Salary Practices in Universities, Colleges and Junior Colleges*, 1961-62, N.E.A., Washington, D. C., p. 10.

A comparison of the average 9-10 month faculty salaries at public institutions in Oklahoma and nine selected states is presented in Table 20. Salary data are analyzed by type of institution as well as by academic rank. It can be seen from these data that, for all ranks, state universities in Oklahoma were tenth among the ten states, four-year colleges rank ninth among the ten states; and Oklahoma two-year institutions rank seventh among nine states (no data were available from Arkansas on two-year institutions). Following is a summary of salary averages, by type of institution, for Oklahoma, the nine selected states and the nation.

	1961-62 Salary Averages for all Ranks		
	Oklahoma	9-State	U. S.
State Universities	$7,283	$7,900	$8,343
State Four-Year Colleges	6,544	6,840	7,615
State Two-Year Colleges	5,885	6,320	6,730

According to these averages, based on *all* academic ranks, state universities in Oklahoma lag about $600 behind the regional average and more than $1,000 behind the national average. State four-year colleges lag about $300 behind the regional average and about $1,000 behind the national average. State two-year colleges are about $450 below

Table 20—Average Faculty Salaries in Public Colleges and Universities, Oklahoma and 9 Selected States, 1961-62 Fiscal Year

State by Type of Institution	11-12 Months		9-10 Months Faculty									
	Deans		Professors		Associate Professors		Assistant Professors		Instructors		Four Faculty Ranks Combined	
	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary
Universities:												
Arizona	2	$15,890	2	$10,190	2	$8,010	2	$6,740	2	$5,630	2	$7,750
Arkansas	1	14,200	1	9,330	1	7,130	1	6,350	1	5,190	1	7,300
Colorado	1	12,320	2	11,090	2	8,420	2	6,970	2	5,680	2	8,190
Iowa	2	18,380	2	10,700	2	8,570	2	7,120	2	5,550	2	7,900
Kansas	2	15,110	2	9,590	2	8,330	2	6,910	2	5,370	2	7,590
Missouri	1	16,430	1	11,110	1	8,520	1	7,170	1	4,810	1	7,530
Nebraska	1	16,380	1	10,890	1	8,320	1	6,940	1	5,660	1	8,240
New Mexico	2	14,460	2	10,400	2	8,520	2	7,170	2	5,550	2	8,380
Oklahoma	2	15,502	2	9,320	2	7,434	2	6,420	2	5,098	2	7,283
Texas	1	16,000	2	11,100	2	8,110	2	6,900	2	5,210	2	7,920
4-Year Institutions:												
Arizona	(No Data)		1	9,410	1	8,180	1	7,240	1	5,910	1	7,600
Arkansas	3	10,170	2	6,630	2	6,040	2	5,610	2	4,930	2	5,660
Colorado	2	13,750	1	8,920	2	7,510	2	6,780	2	5,840	2	6,890
Iowa	(No Data)		1	9,770	1	8,460	1	7,430	1	6,450	1	8,060
Kansas	4	12,520	5	8,630	5	7,140	5	6,390	5	5,450	5	6,780
Missouri	2	11,090	4	8,580	4	7,480	4	6,790	4	6,090	4	6,990
Nebraska	4	11,910	5	8,380	5	6,970	5	6,290	5	5,690	5	6,720
New Mexico	—	—	2	8,710	2	7,480	2	6,610	1	4,850	2	7,710
Oklahoma	7	10,048	9	7,581	9	6,941	9	6,428	9	5,627	9	6,544
Texas	9	13,150	14	8,460	14	7,330	14	6,300	14	5,280	14	6,740
2-Year Institutions:												
Arizona	2	$11,360	—	—	—	—	—	—	—	—	2	$7,480
Arkansas	(No Data)		—	—	—	—	—	—	—		(No Data)	
Colorado	1	8,800	—	—	—	—	—	—	—	—	5	6,580
Iowa	6	8,430	—	—	—	—	—	—	—	—	11	6,470
Kansas	2	7,500	—	—	—	—	—	—	—	—	8	5,860
Missouri	1	8,000	—	—	—	—	—	—	—	—	5	6,630
Nebraska	(No Data)		—	—	—	—	—	—	—	—	2	5,520
New Mexico	1	10,200	—	—	—	—	—	—	—	—	1	6,520
Oklahoma	7	8,516	—	—	—	—	—	—	—	—	7	5,885
Texas	12	10,300	—	—	—	—	—	—	—	—	15	6,020

Source: Preliminary Release, *Higher Education Salaries, 1961-62,* U. S. Office of Education, Washington, D. C.

the regional average and about $900 below the national average.

Table 21 compares the Oklahoma salary averages at public institutions with the nine-state regional averages for each academic rank. As indicated in this table, the average salary of individuals at the state universities who hold the academic rank of *professor* was $1,300 below the average salary of like professors in the nine-state region. Also it should be noted that the average salary of individuals at the four-year state colleges with the rank of *professor* was $1,000 below the average salary of their counterparts in the nine-state region. As has been mentioned previously, members of the faculty who hold the rank of professor represent the key members of an institution's teaching staff. It therefore is of prime concern that highly qualified people be retained in these positions if Oklahoma is to meet the challenges of quality in higher education.

As reported earlier in this study, Oklahoma will retire 350 college teachers in the next ten years, a great majority of whom hold senior academic rank. In addition to providing replacement for these, Oklahoma must also recruit 1,550 teachers for new classroom positions to provide higher education for the great number of additional students who will be going to college in the years ahead. Unless Oklahoma institutions of higher learning succeed in bringing teachers' salaries, and particularly the salaries of the senior faculty, more in line with those of competing institutions in other states, they not only will encounter difficulty in attracting outstanding teachers to replace those retiring but can also expect to continue to lose key faculty members to their competitors in other states and in business and industry. This is not to mention the job of finding the great number needed for new positions.

Administrative Salaries

Table 22 presents an analysis of average salaries of selected administrative positions in 25 Oklahoma colleges and universities for the 1961-62 fiscal year. In state institutions, 1961-62 average salaries for presidents ranged from $10,637 at junior colleges to $23,250 at universities; in private institutions the salaries of presidents ranged from $8,000 to $20,000. Except for the position of Director of Public Relations, salaries of administrative personnel in private institutions lagged $600 to $1,500 behind their counterparts in public Oklahoma institutions. Generally, the annual salaries of public relations directors at private institutions compared favorably with the salaries of public relations directors in state institutions.

Table 23 compares salary averages of seven selected administrative positions in Oklahoma insti-

Table 21—Summary of Comparative Salary Data for Public Institutions, Oklahoma and 9 Selected States, 1961-62 Fiscal Year

Type of Institution	Academic Rank	9-State Average	Oklahoma Average	Difference
Universities	Academic Deans[a]	$15,700	$15,502	$— 198
	Professors	10,620	9,320	—1,300
	Associate Professors	8,240	7,434	— 806
	Assistant Professors	6,930	6,420	— 510
	Instructors	5,370	5,098	— 272
4-Year Colleges	Academic Deans[a]	$12,540	$10,048	$—2,492
	Professors	8,580	7,581	— 999
	Associate Professors	7,330	6,941	— 389
	Assistant Professors	6,450	6,428	— 22
	Instructors	5,490	5,627	+ 137
2-Year Colleges	Academic Deans[a]	$ 9,550	$ 8,516	$—1,034
	Instructors	6,320	5,885	— 435

[a] Salary data for academic deans are for 11-12 months; all other data are for 9-10 months.

Source: Compiled from data presented in Table 20.

Table 22—Average 11-12 Month Salaries of Selected Administrative Positions, By Type of Institution, 25 Oklahoma Colleges and Universities, 1961-62 Fiscal Year

Position	Public			Private
	University	4-Year	2-Year	
President				
Number: Institutions	2	9	7	7
Individuals	2	9	7	7
Highest	$24,000	$14,304	$14,400	$20,000
Lowest	22,500	10,700	9,700	8,000
Average	23,250	13,302	10,637	12,883
Vice President				
Number: Institutions	2	—	—	2
Individuals	5	—	—	2
Highest	$20,500	—	—	$12,600
Lowest	19,000	—	—	11,000
Average	19,800	—	—	11,800
Chief Business Officer				
Number: Institutions	2	9	5	7
Individuals	2	9	5	7
Highest	$16,000	$11,016	$ 9,700	$12,000
Lowest	13,200	7,200	6,200	5,500
Average	14,600	8,857	7,940	8,233
Registrar/Director of Admissions				
Number: Institutions	2	8	4	4
Individuals	2	8	4	6
Highest	$12,900	$ 9,756	$ 8,000	$ 9,000
Lowest	10,770	7,000	5,000	4,800
Average	11,835	8,261	6,480	6,712
Dean of Students				
Number: Institutions	2	9	5	6
Individuals	2	9	5	6
Highest	$11,700	$ 9,660	$ 9,600	$ 9,900
Lowest	11,604	7,700	6,800	5,500
Average	11,652	8,586	7,600	7,302
Director of Library				
Number: Institutions	2	9	5	6
Individuals	2	9	5	6
Highest	$14,800[a]	$ 8,500	$ 7,675	$ 8,220
Lowest	13,500	6,400	5,200	5,000
Average	—	7,506	6,055	6,290
Director, Public Relations				
Number: Institutions	2	7	3	4
Individuals	2	7	3	4
Highest	$10,700	$ 8,200	$ 7,200	$ 8,400
Lowest	10,250	4,400	5,800	6,000
Average	10,475	6,658	6,433	7,067

[a] Salary is for 9-10 months only.

Source: *Remuneration for Faculty Service,* Form 5-B.

tutions with comparable salary data from the nine-state region. Table 24 analyzes the Oklahoma salary averages for the seven selected administrative positions with regional averages.

With the exception of salaries of public relations directors, administrative salaries in state universities compared favorably with those in the nine-state area. Administrative salaries at the four-year institutions lagged from $800 to $2,500 behind salary averages in the region. Salaries of the presidents of four-year state colleges in Oklahoma are $2,488 below the salaries of comparable positions in the nine selected states. Salaries of the presidents of state two-year institutions in Oklahoma lag nearly $1,500 behind comparable positions in

Table 23—Average Salaries for Selected Administrative Positions in Public Institutions, Oklahoma and 9 Selected States, 1961-62 Fiscal Year

State, by Type of Institution	11-12 Months													
	President		Vice President		Chief Business Officer		Director of Admissions		Director of Library		Director of Public Relations		Dean of Students	
	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary	No. of Inst.	Average Salary
Universities:														
Arizona	2	$22,250	2	$16,250	2	$15,000	2	$12,750	2	$12,100	1	$11,000	2	$13,350
Arkansas	1	22,000	1	13,500	1	14,000	1	10,000	1	11,000	1	10,000	1	13,000
Colorado	2	23,000	2	19,000	2	16,250	2	11,300	2	13,250	2	10,750	2	8,880
Iowa	2	26,000	2	20,800	2	18,750	2	13,400	2	15,400	2	15,500	2	12,950
Kansas	2	24,000	2	17,370	2	14,600	2	12,730	2	12,850	1	9,000	2	13,280
Missouri	1	24,000	—	—	1	16,000	1	12,000	1	13,000	1	10,500	1	14,500
Nebraska	1	24,000	1	19,000	1	16,000	1	12,000	1	13,000	1	14,000	1	14,500
New Mexico	2	20,450	2	17,250	2	13,400	2	10,350	2	11,400	1	9,850	2	13,850
Oklahoma	2	23,250	2	19,800	2	14,600	2	11,835		[a]	2	10,475	2	11,652
Texas	2	20,750	1	15,000	2	13,200	2	10,200	2	11,560	1	10,000	2	12,500
4-Year Institutions:														
Arizona	1	16,500	1	14,350	1	11,000	1	9,550	1	8,375	1	13,000	1	10,600
Arkansas	3	12,500	2	11,400	4	10,580	4	6,430	4	6,920	3	8,850	3	7,970
Colorado	3	18,390	1	15,000	3	12,650	3	8,950	3	8,480	3	9,840	2	12,220
Iowa	1	21,000	1	16,000	1	13,550	1	13,550	1	12,200	1	11,500	1	13,550
Kansas	5	17,900	—	—	5	12,680	5	8,720	5	9,580	4	8,330	5	9,430
Missouri	5	14,590	2	11,830	4	8,940	5	8,990	5	8,580	3	9,480	5	9,150
Nebraska	5	17,000	4	11,950	4	8,130	5	8,160	5	8,040	5	7,580	5	9,360
New Mexico	2	17,950	—	—	2	10,350	2	10,300	2	7,630	2	7,400	2	9,460
Oklahoma	9	13,302	—	—	9	8,857	9	8,261	9	7,506	7	6,658	9	8,586
Texas	14	14,450	3	13,670	14	11,800	14	9,880	13	9,570	8	9,650	14	10,660
2-Year Institutions:														
Arizona	1	13,230	—	—	2	5,970	1	9,270	1	8,190	—	—	1	11,070
Arkansas	(No data available)			—	—	—	—	—	—	—	—	—	—	—
Colorado	6	12,710	1	8,500	4	7,780	6	7,430	5	6,310	—	—	3	8,150
Iowa	9	10,490[b]	—	—	1	3,250	2	5,950	2	6,020	—	—	—	—
Kansas	8	8,900[b]	—	—	—	—	2	5,250	4	5,510	—	—	1	5,400
Missouri	3	10,700[b]	—	—	—	—	4	5,140	4	5,800	—	—	1	6,800
Nebraska	2	7,300[b]	—	—	—	—	—	—	—	—	—	—	—	—
New Mexico	1	14,600	—	—	1	8,580	1	7,740	1	6,750	1	6,000	1	7,920
Oklahoma	7	10,637	—	—	7	8,233	4	6,480	5	6,055	3	6,433	6	7,302
Texas	11	13,260	3	10,600	8	7,680	11	7,880	13	6,520	5	7,290	6	7,230

[a] See Footnote, Table 22.

[b] These averages include annual salaries of individuals who hold the title of president, but who are not the chief administrative officer of the junior college. For this reason, salary averages in this column are not strictly comparable with the salary averages of Oklahoma 2-year presidents. Excluding non-comparable salaries, the 9-state average of 2-year college presidents is $12,090.

Source: Preliminary Release, *Higher Education Salaries, 1961-62,* U. S. Office of Education, Washington, D. C.

the region. As indicated earlier in Table 21, deans' salaries at the state universities are $198 under the regional average; at four-year state colleges they are $2,500 below the regional average; and at the two-year state colleges the deans' salaries lag by $1,000 in the regional comparison.

Staff Benefits

Staff benefits, also commonly referred to as fringe benefits, are generally defined to include those programs which provide compensation over and above salary or wages, or which extend personal advantages or privileges to employees. Such benefits may be pecuniary (such as paid vacations, sick leave with pay, etc.), or they may not have a specific cash value (such as the personal use of recreational facilities, access to facilities or equipment for personal use, etc.).[12]

Staff benefits have long been a characteristic of employment in public as well as private enterprise. They have been a subject of serious study in business and industry for many years, particularly as to their impact on employee morale and the reduction of turnover. It is only recently, however, that staff benefits have been given anything but local or sporadic attention by higher education. In 1957-58, the U. S. Office of Education first undertook a general analysis of staff benefits provided by higher education institutions. A brief description of the type of fringe benefits available to higher education faculties was presented in the 1958 publication, *Higher Education Planning and Management Data.*[13] In 1961 and again in 1962, the American Association of University Professors undertook a study of the dollar value of fringe benefits extended full-time faculty members. Their findings, reported by the American Council on Education in its *Fact Book on Higher Education,* indicated the dollar value of fringe benefits among 545 institutions in 1961-62 to be:[14]

Table 24—Summary of Comparative Salaries for Selected Administrative Positions in Public Institutions, Oklahoma and 9 Selected States, 1961-62 Fiscal Year

Type of Institution	Administrative Position	9-State Average	Oklahoma Average	Difference
Universities	President	$22,860	$23,250	$+ 390
	Vice President	17,600	19,800	+2,200
	Chief Business Officer	15,230	14,600	− 630
	Director of Admissions	11,700	11,835	+ 135
	Director of Library	12,670	—[a]	—
	Director of Public Relations	11,390	10,475	− 915
	Dean of Students	12,770	11,652	−1,118
4-Year Institutions	President	15,790	13,302	−2,488
	Chief Business Officer	10,350	8,857	−1,493
	Director of Admissions	9,100	8,261	− 839
	Director of Library	8,830	7,506	−1,324
	Director of Public Relations	9,080	6,658	−2,422
	Dean of Students	10,000	8,586	−1,414
2-Year Institutions	President	12,090	10,637	−1,453
	Chief Business Officer	7,270	7,940	+ 670
	Director of Admissions	7,080	6,480	− 600
	Director of Library	6,280	6,055	− 225
	Dean of Students	7,350	7,600	+ 250

[b] See footnote, Table 2..

[b] Excludes states for whom data were not available (see Table 23).

Source: Compiled from data presented in Table 23.

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[12] M. T. Wermel and G. M. Beideman, "Employee Benefit Programs: an Outline," (BIRC publication No. 6), California Institute of Technology, May 1956, p. 4.

[13] W. Robert Bokelman, *Higher Education Planning and Management Data, 1957-58,* U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C., 1958. p. 54-59.

[14] Faculty Salaries, *A Fact Book on Higher Education,* American Council on Education, October 1962, p. 246.

Professor	$789
Assistant Professor	567
Associate Professor	448
Instructor	328
Lecturer	298
Average	$545

While staff benefits probably are not the prime determiners in the decisions of new (and generally young) faculty members who enter Oklahoma higher education, such inducements are quite important where other factors are nearly equal. They also appear to be quite important in the decisions of faculty to turn down other job offers. As faculty shortages increase, staff benefits are likely to play an increasingly important role in attracting and retaining the instructional staff.

Table 25 on the following page shows the frequency with which specific staff benefits were provided to faculty and administrative groups in Okahoma colleges and universities during the 1961-62 fiscal year. With the exception of municipal junior colleges, the kinds of staff benefits provided by Oklahoma colleges and universities were generally about the same regardless of the type of institution. The only fringe benefit offered by all municipal colleges was teacher retirement and social security programs, both of which are provided for by state law. Staff benefits most frequently provided at no cost to the employee included group insurance, sabbatical leaves, vacation with pay (twelve-month employees), and life insurance programs. Private institutions also commonly reduced or waived tuition for dependents of full-time employees. Benefits most commonly provided on a "cost shared" basis were social security and retirement programs.

Among the state institutions, the type and extent of fringe benefits varied only slightly. A major exception was found at Northern Oklahoma Junior College where the faculty and administrative staff do not yet participate in a group insurance plan. At all other state colleges, the faculty participate in a group insurance program. This program, while it varies somewhat among different groups of institutions, generally provides hospitalization, major medical benefits, life insurance, and accidental death and dismemberment benefits.

Private Oklahoma colleges and universities generally provide fewer staff benefits at no cost to the employee than do publicly supported colleges and universities in the state. While private institutions generally provide the same kinds of benefits, a larger proportion are offered on a "cost shared" basis. Even so, private institutions spent nearly twice as much of their educational and general budgets for staff benefits as did public colleges and universities. During the 1961-62 fiscal year, private Oklahoma colleges and universities expended $301,305 for staff benefits, which amounted to 6.1 per cent of their operating budget. This compares with $761,703 spent by state institutions for staff benefits, which amounted to 3.3 per cent of educational and general budget expenditures. This figure includes staff benefits for non-professional as well as professional employees. The major share of expenditures for staff benefits at the state institutions was employer matching payments for the federal social security program. A comparison of the data in Table 25 with that recently reported by the Office of Education indicates that the kind and extent of staff benefits in Oklahoma higher education are generally the same as those provided by higher education institutions in other states.

Generally speaking, in the past, colleges and universities have not kept pace with industry, business and government in providing staff benefits. More and more, college officials are recognizing that such programs are important factors in recruiting and retaining competent employees. In 1961-62, the 33 Oklahoma colleges and universities spent $1,064,000 on staff benefits not including retirement funds matched by the state or the value of benefits which did not have definite cash value. If future studies of the economic status of the higher education teaching profession are to be most meaningful, they should include the dollar value of staff benefits.

Income From Extra Work

In recent years, concern has been expressed regarding the extent to which full-time faculty and administrative employees engage in non-institutional employment in addition to their regular teaching assignment. Income from this practice is not ordinarily included in salary studies because of the difficulty in obtaining accurate data.

Most teachers would agree that it is unprofessional to accept non-institutional employment which in any way encroaches upon time that rightfully belongs to the college or university. On the other hand, any individual, whether an employee of a public or private organization, is entitled to spend his leisure time as he so chooses as long as there is no conflict of interest or dissipation of efficiency in carrying out his contractual responsibilities. It is difficult to identify income from non-institutional sources which accrues as a result of the use of time that rightfully belongs to the employing college, and income which is earned by the employee on his own personal time.

Because of the growing concern about the extent to which teachers may be engaged in overload work and non-institutional employment, an effort was made in this study to estimate teachers' income

Table 25—Frequency With Which Specific Fringe Benefits Are Provided to Faculty And Administrative Staff According to Method of Finance, 33 Oklahoma Colleges and Universities, 1961-62 Fiscal Year

Method of Financing and Specific Fringe Benefits	Number of Institutions					
	State		Private		Municipal	
	Fac.	Adm.	Fac.	Adm.	Fac.	Adm.
Provided by institution at no cost to employee:						
1. Social Security (OASI)	—	—	—	—	—	—
2. Oklahoma teachers retirement (OTR)	—	—	—	—	—	—
3. Retirement annuity other than OASI or OTR	—	—	1	1	—	—
4. Group hospitalization	17	17	2	2	—	—
5. Major medical coverage	17	17	2	2	—	—
6. Accident insurance	17	17	2	2	—	—
7. Health service provided by the institution	—	—	2	2	—	—
8. Life insurance	16	16	3	3	1	1
9. Sabbatical leaves	13	7	1	—	—	—
10. Vacations with pay	—	17	4	7	—	1
11. Sick leaves with pay	18	18	5	5	3	2
12. Reduction or waiver of tuition to dependents	1	1	3	3	—	—
13. Assistance in receiving discounts on purchases	—	—	2	2	—	1
14. Providing housing for substantial number of employees	—	—	—	—	—	—
Cost shared by employees and institution or state:						
1. Social Security (OASI)	18	18	8	8	5	5
2. Oklahoma teachers retirement (OTR)	18	18	—	—	3	3
3. Retirement annuity other than OASI or OTR	1	—	5	5	1	1
4. Group hospitalization	—	—	4	4	1	1
5. Major medical coverage	—	—	—	—	1	1
6. Accident insurance	—	—	1	1	1	1
7. Health service provided by the institution	—	—	—	—	—	—
8. Life insurance	1	1	1	1	1	1
9. Sabbatical leaves	—	—	—	—	—	—
10. Vacations with pay	—	—	—	—	—	—
11. Sick leaves with pay	—	—	1	1	2	2
12. Reduction or waiver of tuition to dependents	—	—	—	—	—	—
13. Assistance in receiving discounts on purchases	1	1	1	1	—	—
14. Providing housing for substantial number of employees	3	3	1	1	—	—

from such activities. Since most institutions have a policy which requires full-time employees to obtain administrative approval before accepting either extra teaching assignments or non-institutional employment, the administration of each college was asked to report the number of faculty members who were given such approval and to estimate the annual income from such activities. These data are reported in Table 26.

Table 26—Number of Full-Time Faculty Who Are Engaged in Extra Teaching Assignments For Which Additional Pay Is Received, and Who Receive Income From Approved Non-Institutional Employment

Institution	Income From Extra Assignments[a]			
	1960-61		1961-62[b]	
	No. of Faculty	Average Income	No. of Faculty	Average Income
State:				
OU	345	$1,061	375	$ 996
OSU	110	390	115	279
CSC	99	102	125	104
ECSC	27	228	27	171
NESC	20	61	22	60
NWSC	38	185	31	168
SESC	38	218	39	173
SWSC	26	177	49	293
OCW	—	—	—	—
PAMC	—	—	—	—
LU	9	289	8	259
Cameron	17	625	19	555
Connors	1	800	—	—
Eastern	6	243	3	187
Murray	—	—	—	—
NEOAMC	20	958	18	1,037
NOJC	—	—	—	—
OMA	—	—	—	—
Total State	756	$ 636	$831	$ 581
Private:				
Tulsa	—	—	—	—
Bethany	14	818	—	—
OBU	22	1,087	23	1,028
OCC	—	—	2	100
OCU	—	—	—	—
Phillips	37	591	—	—
Bacone	6	275	6	266
Total Private	79	$ 745	$ 31	$ 821
ALL INSTITUTIONS	835	$ 647	$862	$ 590

[a] While most colleges and universities have a policy which requires administrative approval of non-institutional salaried employment, some institutions make no effort to keep accurate records of such employment. For this reason, the data reported in this table are believed to be quite conservative. It should, however, provide some indication of the number of full-time faculty who supplement their annual salary through extra teaching assignments and approved outside employment.

[b] Estimated by institutional personnel.

The reader is cautioned against drawing the incorrect conclusion that the individuals reported in Table 26 were not fully meeting their contractual responsibilities with the employing college or university. These individuals all had received institutional approval, and it should be assumed that they were fully meeting their contractual obligations.

The dollar amounts in Table 26 are believed to be conservative because some institutions did not maintain accurate written records of income from approved non-institutional employment and from extra teaching assignments. Even so, it appears that nearly one-third of the 1961-62 full-time faculty supplemented their annual income by extra work over and above their regular responsibilities. The great majority of the individuals included in this table were engaged in extra teaching assignments for their respective institutions in extension and night school classes.

Such practices were most common among the state universities and larger state colleges, probably because of greater opportunities due to the scheduling of extension and night classes. University faculties also have greater opportunity to serve in a consulting capacity to business, industry and government.

Summary

Expenditures for salaries constitute the largest single recurring cost of higher educational institutions. Of the $37 millions expended by Oklahoma higher education institutions during the 1961-62 fiscal year, 78.4 per cent was expended for professional and nonprofessional salaries and wages.

Faculty salaries in private colleges in Oklahoma lag about $1,000 behind faculty salaries in four-year state institutions. There is approximately a $1,400 spread between the 9-10 month average salaries in public two-year institutions and state universities in Oklahoma. Average salaries at the four-year colleges are approximately $700 above the two-year institutions, and average salaries at the state universities are approximately $700 above the four-year state colleges.

The average salary for all academic ranks at state institutions of higher education in Oklahoma lag about $600 behind the nine-state regional average and about $1,000 behind the national average. The most serious gap in faculty salaries is at the senior academic rank level. Salaries of professors at state universities are $1,300 below comparable positions in universities in surrounding states, and professors at the four-year state colleges lag nearly $1,000 behind regional averages.

Salaries of selected administrative positions at state universities generally compare favorably with comparable positions in state universities in surrounding states. At other institutions in the State System, however, average administrative salaries are substantially below comparable positions at state institutions in surrounding states. The average salary of presidents and deans of four-year state institutions now lag about $2,500 behind the average salary of their counterparts in the region, and presidents of the two-year colleges are paid on the average $1,500 less than like administrators in the region.

College and university officials, like those in business and industry, are increasingly recognizing the importance of staff benefits in attracting and holding faculty members. As progress is made in this regard, the value of such benefits should be recognized as a part of the real compensation for faculty services.

Part VI—Conclusions And Recommendations

The really important outcome of the Oklahoma Self-Study of Higher Education is what subsequently happens regarding the improvement of higher education in the state. Little value will be realized from research and planning until the results are transformed into action. The many resources, financial as well as human, that have been drawn upon in the collection and compilation of data, analysis of findings and production of this report will be of greatest value only if they lead to actual improvements in the quality and effectiveness of Oklahoma higher education.

This document is one of seven problem area reports that are to be completed in conjunction with the Oklahoma Self-Study of Higher Education. Each report will present the major findings and conclusions of a problem area study as well as specific recommendations for change which should have immediate attention. There will be a summary report which presents an overview of the findings, conclusions and recommendations of all problem area reports and a suggested plan for the future development of Oklahoma higher education.

A self-study, if it is to serve useful purposes, obviously will focus attention on weaknesses, on changes that should be made, on better ways of utilizing resources. Little useful purpose would be served by a report that dwelled only on those programs and practices that are being well done. Therefore, it should be kept in mind by those to whom this report is directed that while the general tone of the recommendations may appear to be critical, it is self-evident that much real progress is being made in Oklahoma higher education.

It is recognized that much of Oklahoma's strength in higher education can be credited to its great diversity. It is not the purpose of this report to remold Oklahoma colleges and universities to a single pattern, nor to discourage administrative initiative and leadership. Statistical differences with respect to such things as faculty productivity, faculty preparation and the like are not necessarily bad. Analyses of such statistics do serve a useful purpose, however, by reminding the faculty, administration, governing boards and State Regents of the effect of certain operating decisions and practices, and by pointing up the need to review these decisions and practices in the light of their financial or educational impact. Several of the recommendations in this report suggest the need for careful administrative review of certain institutional procedures and practices, not to encourage conformity but rather to make certain that the results found are a consequence of sound and deliberate planning.

The following recommendations are directed to several groups who have responsibility for Oklahoma higher education. Leadership for carrying out many of the recommendations must be provided by the Oklahoma State Regents for Higher Education, the coordinating board of control of the Oklahoma State System. Other recommendations must be dealt with by governing boards, administrators and the faculties of colleges and universities. Some recommendations will require the attention of the Legislature, the Governor and the people of Oklahoma. The successful accomplishment of the ultimate objective, the improvement of Oklahoma higher education, can be achieved only with the cooperative leadership and effort of all individuals and groups interested in and responsible for higher education in the state.

1. *Faculty and administrative salaries in Oklahoma state colleges and universities should be adjusted upward immediately in order to bring them in line with those of comparable institutions in surrounding states.*

Average faculty salaries in public institutions of higher learning in Oklahoma were about $600 below regional averages and about $1,000 below the national average during the 1961-62 academic year. Average salaries of top administrative personnel, particularly in two-year and four-year colleges, lagged as much as $2,500 behind regional averages. If highly qualified teachers and administrators are to be attracted to and retained in Oklahoma colleges and universities, the institutions must be provided with the financial resources that will enable them to achieve and maintain salaries that are competitive with institutions in surrounding states.

The present lag in faculty salaries is even more serious in view of the fact that governing boards of many institutions have underfinanced libraries, physical plant operation and maintenance, and other non-teaching functions in order to put a greater proportion of institutional resources into faculty salaries. In addition, some institutions have asked their faculties to carry unusually heavy teaching loads in order to reduce the number of teachers needed and thereby enable the institution to pay more competitive faculty salaries. While these practices may have been the least harmful under the circumstances, if prolonged they can result in a serious deterioration of the quality of higher education.

2. *The provision of adequate funds should be undertaken immediately to improve faculty salaries in the privately controlled institutions in Oklahoma.*

The extremely low average salaries of the faculties in two-year and four-year privately controlled colleges is cause for deep concern. That these institutions have been able to retain competent faculties in the face of noncompetitive salaries is an indication of the dedication of their teachers. The coexistence of strong private institutions with public institutions greatly benefits Oklahoma, and the provision of adequate funds, immediately, in order to improve faculty salaries deserves the most active and vigorous support of alumni, church groups, business, industry, and all citizens interested in the welfare of Oklahoma.

3. *Governing boards of institutions in the State System should give priority to raising the salary levels of faculty members who hold senior academic rank.*

In 1961-62, the average salary of professors in Oklahoma state universities was $1,300 below the regional average for teachers holding this rank, and for professors in state four-year colleges the average was $999 below the regional average. The average salary of assistant professors in Oklahoma state universities was $806 below the regional average, and for assistant professors in four-year state institutions the average was $389 below the regional average.

It is the senior faculty members who generally provide maturity, experience and stability to the faculty of an institution. Retention, as well as recruitment, of well-qualified faculty members is becoming more and more difficult as the faculty shortage becomes more critical. Unless the average salaries of teachers holding senior academic rank are brought into closer harmony with comparable positions in institutions outside the state, Oklahoma colleges and universities cannot hope to compete for top level faculty members. In addition, Oklahoma institutions will continue to lose many of their more competent teachers to better paying positions outside the state.

4. *Governing boards of institutions in the State System should maintain a reasonable balance in the averages of faculty salaries in institutions of like type and function.*

Salary averages among various faculty ranks in Oklahoma institutions of like type and function vary as much as $1,000. This is particularly true at four-year state colleges and is most noticeable among salary averages of faculty holding senior academic rank. Criteria used by the State Regents for determining operating budget needs of, and allocating funds to, institutions in the State System are the same for institutions of like type, function and program. This suggests that policies incident to the administration of these funds should be measurably comparable in like situations.

5. *Oklahoma colleges and universities should expand and intensify their efforts to find more effective ways of utilizing faculty resources.*

Colleges and universities across the nation will face a critical shortage of qualified teachers in the next ten years. This problem is illustrated in a recent publication of the National Education Association which shows that nation-wide the percentage of new faculty members employed with doctor's degrees has been steadily decreasing in recent years.[15] In 1953-54, the new faculty members employed with an earned doctorate constituted 31.4 per cent of the new group; in 1960-61, it had dropped to 25.8 per cent.

The growing shortage of highly qualified college teachers is both a challenge and an opportunity for the teaching profession to find more effective ways of utilizing college teaching resources. By experimentation with promising approaches, institutions may be able to serve the unprecedented student demand without diluting the educational experience for individual students, reducing institutional standards, or impairing teachers' opportunities to continue their professional growth.

6. *Those institutions which presently maintain unusually low faculty productivity levels should carefully consider the economic impact of such practices and investigate the desirability of effecting substantial savings in instructional manpower by raising the student-credit-hour productivity of the faculty. The one or two institutions that maintain unusually high faculty productivity levels should review their staffing program to make certain that such practices are not diluting the quality of instruction.*

The range between the lowest and highest student-credit-hours produced per FTE faculty among the state colleges and universities in Oklahoma is substantial, ranging from a low of 193 to 537 student-credit-hours per semester. Major differences will, and should, occur in the productivity of university faculties as compared with four-year or two-year institutions. There appears to be much less justification for such wide differences among institutions of like function and type.

The faculty load analysis completed in conjunction with the study of Oklahoma faculties did not determine whether the wide range in faculty productivity resulted from deliberate planning or from lack of careful administrative review. The low faculty loads and high proportion of small classes scheduled at several institutions indicate that considerable manpower savings can be achieved without impairing the quality of instruction or reducing the scope of educational offerings by making more effective use of the present faculty as enrollments increase.

7. *College administrators should conduct careful institutional studies of faculty turnover for the purpose of reducing the loss of young faculty members and particularly the loss of those individuals who have demonstrated the greatest potential for professional development.*

Each year, Oklahoma colleges and universities experience a loss of approximately 10 per cent of the full-time faculty members through retirement and resignation. Of those who resign, the majority are lost temporarily (and possibly permanently) to Oklahoma higher education. In view of the teacher shortage which appears imminent, institutions may substantially ease future faculty staffing problems by reducing the annual loss of teachers.

Of particular concern to college administrators should be the fact that Oklahoma institutions will likely lose between a fourth and a fifth of their senior faculty through retirement within the next five to ten years. Unless institutions identify and retain the more capable junior faculty members, they will be seriously limited in filling the vacancies at the senior staff level created by retirements and resignations. It will be much easier for institutions to retain promising young teachers and develop them into top-flight faculty members than it will be to find replacements on the open market.

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[15] National Education Association, *Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1959-60 and 1960-61*, Research Report 1961-R12, Research Division. N. E. A., May 1961, p. 14.

Fundamental to any administrative planning for attracting and retaining a capable faculty is an understanding of the factors which combine to provide a wholesome faculty climate. Studies that identify the factors and conditions which combine to produce such a climate is the first step for an institution to take to improve its position in faculty negotiation.

8. *The distribution of faculty ranks at most institutions should be maintained at approximately the present levels. The two or three institutions that have a high proportion of their faculties holding senior academic rank should consider bringing the proportion in closer harmony with desirable levels as they plan and implement future staffing patterns. The two or three colleges that have a low proportion of their faculties holding senior academic rank should seek to strengthen their faculty by the recruitment of teachers qualified to hold senior academic rank.*

Those institutions that have an imbalance among their faculty ranks should give careful consideration to this fact as they plan future staffing patterns. Too high a proportion of faculty with senior academic rank not only presents budgetary problems with respect to salaries, but also tends to discourage capable young faculty members from remaining at the institution. If the senior ranks are overcrowded, the more ambitious young teachers will be inclined to seek teaching positions where opportunities for advancement are greater.

On the other hand, too few senior faculty members may indicate the lack of a mature, experienced faculty. Faculty members should not of course be promoted merely to maintain a desirable balance among the various academic ranks. However, as vacancies occur and as new teachers are employed to fill these positions, effort should be made to employ individuals that are qualified to hold the rank needed to maintain desirable balance among the four ranks.

9. *Special administrative effort should be directed toward maintaining, and where possible strengthening, the quality of the higher education faculties of Oklahoma colleges and universities.*

A comparison of the academic qualifications of recently appointed faculty members with the qualifications of the total faculty indicates that a number of Oklahoma institutions may be experiencing a decline in the quality of their faculty as measured by level of academic preparation. While the data are not conclusive, they are sufficient cause for sober reflection and study on the part of college administrators. A prolonged input of faculty members whose academic qualifications are below those of the total faculty can seriously erode the academic quality of an institution unless offset by other factors, such as more effective use of outstanding teachers, encouragement of continued professional growth and the like.

10. *The state universities should carefully review their current staffing patterns with respect to the proportion of part-time faculty members that carry the institution's instructional load.*

The high proportion of part-time faculty members at the state universities have specific implication for administrative attention. In general, it is undesirable to employ too large a percentage of the faculty on a part-time basis. While they may be fully as competent in the classroom as full-time teachers, they normally are not available for other kinds of services expected of faculty members, such as departmental research, counseling and participation on faculty committees. The majority of part-time teachers at the universities are graduate students who are also engaged in advanced study, which normally requires a substantial share of an individual's energies and interests.

It appears that the use of part-time faculty members at the state universities may have reached, and possibly has exceeded, its maximum effective level. When and if funds become available to establish and maintain competitive faculty salaries, consideration should be given to the desirability of reducing the proportion of part-time faculty members.

11. *The teaching faculties of the municipal junior colleges should be strengthened by greatly increasing the proportion of teachers who devote their full time and energies to the junior college program.*

Fifty-four of the 73 faculty members in the municipal junior colleges teach one or more high school classes in addition to college-level classes. Many college classes are taught on an "extra assignment" basis by teachers who have a full teaching load in the high school. A number of instances were noted where junior college students were enrolled in the same room and at the same hour as high school classes, with the teacher endeavoring to maintain two levels of instruction.

The municipal junior colleges are seriously handicapped by the lack of adequate operating funds, and are to be commended for their fine efforts in providing higher education opportunities to several hundred Oklahoma students who otherwise might not be enrolled in college. Until the financial structure of these institutions can be strengthened, it will be difficult for them to establish and maintain a faculty that can devote its primary energies to the junior college program.

12. *The governing board and administrative staff of each state institution should carefully review institutional policies and faculty practices regarding extra teaching assignments and non-institutional employment, to make certain that such activities are in no way imposing upon the primary duties and responsibilities of the teaching staff.*

During the 1960-61 fiscal year, there were 756 full-time faculty members employed by state colleges and universities who, with institutional approval, supplemented their annual faculty salary through extra teaching assignments and non-institutional employment. In 1961-62, there were 831 full-time teachers in the state institutions who engaged in overload and non-institutional employment. A conservative estimate would place the number of full-time faculty members who supplement their faculty salary in this manner at about one-third the total professional staff.

As was pointed out in Part V of this report, such practices are not undesirable provided they do not interfere with the teachers' responsibilities to the institution. There is considerable evidence to support the conclusion that a substantial amount of the overload and non-institutional employment is due to the low salary structure at some institutions. When salaries are raised to a more competitive level, there will likely be less desire or necessity for faculty members to supplement their teaching income. The governing board and administration of each institution should review such practices each year to make certain that secondary commitments of faculty time are not excessive and are in no way interfering with their responsibilities to the institution.

13. *The governing board and administrative staff of each institution should remain alert to the danger of excessive educational inbreeding and as new faculty members are added effort should be made to maintain good balance in diversity of educational background and experiences.*

Data compiled for this report with respect to the source of earned degrees indicate that a large proportion of the instructional staff of several Oklahoma colleges hold their highest degree from other institutions in the state. Nearly one-third of the faculty members in state institutions hold a degree from the institution where they are employed.

Institutions that have a large proportion of their faculty who hold their highest degree from a single institution, or from other Oklahoma institutions, should plan future staffing patterns which will provide for a faculty with more diversified educational experiences.

14. *Oklahoma institutions should join hands with other colleges and universities across the nation in encouraging the more promising students to choose a college teaching career.*

Because large-scale enrollment increases in higher education are imminent, colleges and universities will find the recruitment of a sufficient number of well-qualified faculty members to become more and more difficult. Oklahoma institutions should join hands with institutions across the nation in encouraging the more promising undergraduate students to choose college teaching as a career.

APPENDIX A

LIST OF PARTICIPATING INSTITUTIONS IN THE STUDY OF OKLAHOMA HIGHER EDUCATION FACULTIES

State Institutions

OU ——University of Oklahoma, Norman Universities
OSU ——Oklahoma State University, Stillwater
CSC ——Central State College, Edmond
ECSC ——East Central State College, Ada
NESC ——Northeastern State College, Tahlequah
NWSC ——Northwestern State College, Alva
SESC ——Southeastern State College, Durant 4-Year Colleges
SWSC ——Southwestern State College, Weatherford
OCW ——Oklahoma College for Women, Chickasha
PAMC ——Panhandle A. & M. College, Goodwell
LU ——Langston University, Langston
Cameron ——Cameron State Agricultural College, Lawton
Connors ——Connors State Agricultural College, Warner
Eastern ——Eastern Oklahoma A. & M. College, Wilburton
Murray ——Murray State Agricultural College, Tishomingo 2-Year Colleges
NEOAMC ——Northeastern Oklahoma A. & M. College, Miami
NOJC ——Northern Oklahoma Junior College, Tonkawa
OMA ——Oklahoma Military Academy, Claremore

Private Institutions

Tulsa ——University of Tulsa, Tulsa University
Ben. Hts. ——Benedictine Heights College, Tulsa
Bethany ——Bethany Nazarene College, Bethany
OBU ——Oklahoma Baptist University, Shawnee
OCC ——Oklahoma Christian College, Oklahoma City 4-Year Colleges
OCU ——Oklahoma City University, Oklahoma City
Phillips ——Phillips University, Enid
Bacone ——Bacone College, Bacone
St. Greg. ——St. Gregory's College, Shawnee 2-Year Colleges

Municipal Institutions

Altus ——Altus Junior College, Altus
El Reno ——El Reno Junior College, El Reno
Muskogee ——Muskogee Junior College, Muskogee
Poteau ——Poteau Community College, Poteau 2-Year Colleges
Sayre ——Sayre Junior College, Sayre
Seminole ——Seminole Junior College, Seminole

APPENDIX B

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

State Capitol, Oklahoma City

SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA

Faculty Characteristics Questionnaire
(Form 5-A)

Purpose: The purpose of this questionnaire is to obtain information about faculty members in all Oklahoma colleges and universities which will be of value in studying problems pertaining to selecting, retaining, and utilizing faculties, and which will be useful in projecting faculty needs for Oklahoma. Data to be obtained on this form include background information about age, marital status, educational preparation, experience, academic rank, nature of work load, and reasons for accepting your present position.

Who Should Complete This Schedule: Every faculty member employed on a full or part-time appointment in an Oklahoma college or university during the 1961-62 academic year should complete this schedule. This will include teaching assistants, lecturers, instructors, all professorial ranks, and administrative personnel who hold a formal appointment on the faculty. It excludes clerical employees, summer appointments only, and extra staff paid on a miscellaneous basis.

Identification of faculty members by name is optional on the part of each participating institution. If names are not used, an identification number should be used by the institution to insure complete coverage of the faculty.

Instructions: Please complete each item by placing an "X" in the appropriate box or by entering the information in the appropriate blanks. Items are numbered to facilitate machine card analysis.

(1-2) Institution Code ____________________

(3-5) Faculty name or number ____________________________________

(6-7) Age: (nearest birthday) ____________

(8) Sex:

1. ☐ Male
2. ☐ Female

(9) Marital Status: (If divorced or widowed, check single)

1. ☐ Married
2. ☐ Single

(10) Number of Dependents: (Exclude yourself)

1. ☐ None
2. ☐ One
3. ☐ Two
4. ☐ Three
5. ☐ Four
6. ☐ Five
7. ☐ Six or over

(11-20) Teaching Experience: (Count one year of teaching experience for each annual contract you have completed regardless of whether it was for 9, 10, 11, or 12 months. However, no more than 1 year of experience should be allowed for any 12 month period. Include the current year as one year of experience. Equate part-time teaching experience to full-time equivalent and *round to the nearest whole year.*)

	Amount of Experience (No. of Years)	
a. College experience in teaching, research, administration or a related academic staff position:		
At this institution	______	(11-12)
At other institutions in Oklahoma	______	(13-14)
At other institutions outside Oklahoma	______	(15-16)
b. Elementary or Secondary School teaching or administrative experience	______	(17-18)
c. Non-Teaching experience after completion of bachelor's degree (excluding military service)	______	(19-20)

(21) Highest Degree Earned:

1. ☐ Doctorate
2. ☐ Educational Specialist
3. ☐ Master's Degree
4. ☐ Bachelor's Degree
5. ☐ Other Professional Degree (specify) ______________________

(22-23) Please indicate the number of semester hours of graduate work you have completed since your last degree was conferred. If none, so indicate.

______________________semester hours

(24) Source of Highest Degree Earned:

1. ☐ Institution where presently employed
2. ☐ Another institution located in Oklahoma
3. ☐ Another institution located outside Oklahoma

(25) Do you hold any degree (bachelor's degree or above) from the institution where you are presently employed?

1. ☐Yes 2. ☐ No

(26) Do you hold more than one degree from the institution where you are now employed?

1. ☐Yes 2. ☐ No

(27) Presently employed by this institution:

1. ☐ Full-Time 2. ☐ Part-Time

(28) Tenure Status: (Check "none" if institution does not have a tenure policy.)

1. ☐ None, Temporary position or appointment.
2. ☐ Pre-tenure status
3. ☐ Tenure or permanent status

(29) Academic Rank:

1. ☐ No academic rank
2. ☐ Professor
3. ☐ Associate Professor
4. ☐ Assistant Professor
5. ☐ Instructor
6. ☐ Teaching or Research Assistant
7. ☐ Lecturer or Visiting Faculty
8. ☐ Retired or Emeritus status
9. ☐ Other (specify)____________________________

(30-42) What were the reasons that played an important part in your acceptance of employment at this institution? (Check all reasons that are applicable.)

(30) ☐ Salary
(31) ☐ Rank
(32) ☐ Reputation of institution
(33) ☐ Reputation of department
(34) ☐ Staff benefits (insurance, sabbaticals, hospitalization, etc.)
(35) ☐ Research Opportunities
(36) ☐ Size of institution
(37) ☐ Location of institution
(38) ☐ Family considerations
(39) ☐ Personal health considerations (including members of family)
(40) ☐ Policy toward outside work
(41) ☐ Facilities
(42) ☐ Other:____________________________

(43) Please go back to the preceding question and circle the box which represents the *single most important* reason why you accepted employment at this institution.

(44-61) Estimate of time spent on activities for this institution: (Do not include extra assignments for which additional pay is received such as extension teaching, correspondence courses, and the like.) *Percent should total 100%*

(44-46) ____________% Teaching
(47-49) ____________% Research
(50-52) ____________% Administration
(53-55) ____________% Extension (include only of a part of your normal load)
(56-59) ____________% Public Service
(60-61) ____________% Other (specify)____________________________
100 %

(62) Do you hold an administrative title: (Such as president, vice president, registrar, librarian, and the like.)

1. ☐ Yes 2. ☐ No

If "Yes" Specify________________________

(63) Are you leaving your position at this institution at the end of the current fiscal year?

1. ☐ Yes 2. ☐ No

Comments, if any, regarding your plans for next year:

____

(64) Answer the following *only* if you definitely plan to leave your position at this institution at the end of the current fiscal year.

What do you plan to do after leaving your present position? (Check one)

1. ☐ Accept a teaching or administrative position at another college in Oklahoma
2. ☐ Accept a teaching or administrative position at another college outside Oklahoma
3. ☐ Retire
4. ☐ Enroll in College
5. ☐ Accept a position in business or industry
6. ☐ Health
7. ☐ Undecided
8. ☐ Other (specify)____

____

APPENDIX C

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol, Oklahoma City

SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA

Remuneration for Faculty Service
(Form 5-B)

Name of Institution ______________________________

Completed by ______________________ Date ______________________

Schedule I: NUMBER OF INDIVIDUALS EMPLOYED AS FULL-TIME FACULTY MEMBERS FOR THE 1961-62 FISCAL YEAR. If faculty is not ranked, report all full-time faculty as "instructors."

	Actually on Campus			On Leave Status		
	Men	Women	Total	Men	Women	Total
Academic Deans [1]						
Professors						
Associate Professor						
Assistant Professors						
Instructors						
Lecturers						
Total, all ranks						

[1] Include academic deans only; do not include administrative deans such as deans of admission, deans of students, etc.

Schedule II: NUMBER OF PART-TIME FACULTY MEMBERS FOR THE 1961-62 FISCAL YEAR.

	Men	Women	Total
Instructors			
Lecturers			
Special Instructors			
Teaching Assistants			
Graduate Assistants			
Others (specify) ______________________			
Total part-time teaching personnel			

Scheule III: ANNUAL SALARIES OF ACADEMIC DEANS AND FULL-TIME FACULTY MEMBERS FOR THE 1961-62 FISCAL YEAR. Include as a part of salaries any deductions by the institution which are invested in annuities for the employees. If no academic rank is given faculty members, report all full-time faculty salaries as "instructors."

	9-10 month appointment[1]				11-12 month appointment[2]			
Rank	Number Included	Highest Salary	Lowest Salary	Average Salary	Number Included	Highest Salary	Lowest Salary	Average Salary
Academic Deans[3]		$	$	$		$	$	$
Professors								
Associate Professors								
Assistant Professors								
Instructors								
Lecturers								
Average of all ranks combined, except academic deans[4]		☒	☒			☒	☒	

[1] Employment period is 9-10 months, even though checks may be received over a 12 month period.

[2] Do not include income from summer school employment unless the faculty member is on an 11-12 month appointment.

[3] Include salaries of academic deans only; do not include administrative deans such as deans of admission, deans of students, etc.

[4] Do not include data on academic deans in computing this average. The totals should be determined by dividing the total salaries of full-time faculty (except academic deans) by the total faculty (except academic deans).

Schedule IV: SALARIES OF PART-TIME TEACHING STAFF FOR THE 1961-62 FISCAL YEAR. This will include positions such as teaching assistants, graduate assistants, and the like.

	9-10 month appointment				11-12 month appointment			
Title[1]	No. Incl.	Highest Salary	Lowest Salary	Average Salary	No. Incl.	Highest Salary	Lowest Salary	Average Salary
		$	$	$		$	$	$

[1] Write in the titles used on your campus for classifying part-time teaching staff, such as teaching assistants, graduate assistants, and the like.

Schedule V. INCOME FROM EXTRA ASSIGNMENTS AND ACTIVITIES DURING THE 1960-61 AND 1961-62 FISCAL YEARS. This will include "extra" teaching assignments in extension and correspondence work and income from outside employment approved by the institution in addition to regular contract duties.

Rank	Number of Faculty	Income during 1960-61 (Actual)			Number of Faculty	Income during 1961-62 (Est.)		
		Highest	Lowest	Average		Highest	Lowest	Average
Professors		$	$	$		$	$	$
Associate Professors								
Assistant Professors								
Instructors								
Lecturers								
All Ranks								

Schedule VI: FRINGE BENEFITS. Indicate by checking in the appropriate boxes those benefits available to full-time employees according to the relative sharing of the cost of the service.

	Provided by the institution at no cost to the employees				Cost shared by the institution and the employees			
Benefit	Faculty	Adm.	Office Staff	Maint. Staff	Faculty	Adm.	Office Staff	Maint. Staff
1. Social security (OASI)								
2. Oklahoma teachers retirement (OTR)								
3. Retirement annuity other than OASI or OTR								
4. Group hospitalization								
5. Major medical coverage								
6. Accident insurance								
7. Health service provided by the institution								
8. Life insurance								
9. Sabbatical leaves								
10. Vacations with pay								
11. Sick leaves with pay								
12. Reduction or waiver of tuition to dependents of full-time employees								
13. Assistance in receiving discounts on purchases								
14. Providing housing for substantial number of employees[1]								

15. Loan fund available to full-time employees for making sizeable purchases, such as houses, appliances, advanced study, and travel. (Do not include a loan from a Credit Union.)

16. Significant recreation facilities provided for use of full-time employees.

17. Others: (specify) ____________________

____

[1] If 5 percent or more of your full-time employees are housed in college owned housing facilities, please indicate the approximate percentage here: ________%

Schedule VII: PRINCIPAL FULL-TIME ADMINISTRATIVE POSITIONS FOR THE 1961-62 FISCAL YEAR.

Instructions:

a. Report the salaries of these positions or the equivalent positions found at your institution. Since titles are not uniform in higher education, consider the services performed rather than the specific title descriptions.

b. If a person has duties falling under more than one title, report the full salary opposite the title which required his major effort or responsibility. Report the salary of a person in only one place, but indicate *both* titles.

c. Check in the proper column whether employed 9-10 months, or 11-12 months. Exclude salaries of personnel who are employed on a part-time basis or for less than the full academic year.

Principal Position	9-10 Months	11-12 Months	Annual Salary $
President			
Administrative assistant to the president			
Vice presidents (list by title):			
____________________			
____________________			
____________________			
Dean of academic administration[1]			
Director or coordinator of institutional studies (exclude persons associated solely with contract research)			
Director of development (fund raising)			
Director of planning (physical plant)			
Superintendent of building and grounds			
Director of public relations			
Chief business officer			

Principal assistants to chief business officer
(list by title)

Purchasing officer
Director of student union
Manager of residence halls
Director of food service
Bookstore manager
Director of library
Director of admissions
Registrar
Director of student health
Dean of Students
Principal assistant to dean of students (list by title)

Other principal positions not listed above

Schedule VIII: PROBLEMS IN OBTAINING NEW FACULTY MEMBERS.

Instructions:

a. Please check below those factors which make it difficult for your institution to obtain new faculty members.

b. In the appropriate space, indicate other major reasons not mentioned or other comments which you believe would be helpful in analyzing the problem of obtaining new faculty members.

☐ Teaching load at this institution
☐ Salaries are not competitive
☐ Inability to pay moving expenses
☐ Inability to provide travel reimbursement for interviews
☐ Inadequate office space
☐ Poor facilities

☐ Library
☐ Lack of research opportunities
☐ Location of institution
☐ Inadequate housing in community
☐ High cost of living
☐ Fringe benefits are not competitive

☐ Other (specify) ____

____

____

Dear Friend:

This report on the study of Problem Area No. 5--Selecting, Retaining, and Utilizing Higher Education Faculties in Oklahoma--is the first in a series of eight reports on the Self-Study of Oklahoma Higher Education. Other reports will follow later.

On behalf of the Oklahoma State Regents for Higher Education, I am pleased to send you this copy of the report, and I hope you find it of interest.

E. T. Dunlap
Chancellor